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ABSTRACT

This report summarizes and compares the views of six experts (three university professors and three elementary teachers) concerning elementary-level social studies teaching. The experts were asked to treat the topic comprehensively by addressing issues of curriculum (goals and objectives, selection and organization of content); instruction (presentation of input to students, teacher-student discourse, activities and assignments); and evaluation (formal and informal assessment of student progress toward key goals before, during, and after instruction). The experts addressed these issues in the context of both ideal programs (as outlined in their responses to a set of questions about what ideal curriculum, instruction, and evaluation practices in elementary programs would look like) and typical current practice (as outlined in their responses to questions calling for a critique of one of the most widely adopted elementary social studies curriculum series). This report first summarizes the positions articulated by the six experts considered individually, then compares the responses of the three professors treated as a group with those of the three teachers treated as a group. In the discussion, these group contrasts are considered with reference to their implications concerning the differences in purview between university-based scholars and elementary school teachers who share interests in social education. Finally, points of agreement between the two groups are considered with reference to their implications concerning ideal elementary social studies programs. (Author)

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Elementary Subjects Center
Series No. 14-A

EXPERTS' VIEWS ON THE ELEMENTARY SOCIAL STUDIES CURRICULUM: VISIONS OF THE IDEAL AND CRITIQUE OF CURRENT PRACTICE
(With Experts' Individual Statements)

Richard Prawat, Jere Brophy, and
Susan McMahon

**Center for the
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of Elementary Subjects**

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Center for the Learning and Teaching of Elementary Subjects

The **Center for the Learning and Teaching of Elementary Subjects** was awarded to Michigan State University in 1987 after a nationwide competition. Funded by the Office of Educational Research and Improvement, U.S. Department of Education, the Elementary Subjects Center is a major project housed in the Institute for Research on Teaching (IRT). The program focuses on conceptual understanding, higher order thinking, and problem solving in elementary school teaching of mathematics, science, social studies, literature, and the arts. Center researchers are identifying exemplary curriculum, instruction, and evaluation practices in the teaching of these school subjects; studying these practices to build new hypotheses about how the effectiveness of elementary schools can be improved; testing these hypotheses through school-based research; and making specific recommendations for the improvement of school policies, instructional materials, assessment procedures, and teaching practices. Research questions include, What content should be taught when teaching for conceptual understanding and higher level learning? How do teachers concentrate their teaching to use their limited resources best? and In what ways is good teaching subject matter-specific?

The work is designed to unfold in three phases, beginning with literature review and interview studies designed to elicit and synthesize the points of view of various stakeholders (representatives of the underlying academic disciplines, intellectual leaders and organizations concerned with curriculum and instruction in school subjects, classroom teachers, state- and district-level policymakers) concerning ideal curriculum, instruction, and evaluation practices in these five content areas at the elementary level. Phase II involves interview and observation methods designed to describe current practice, and in particular, best practice as observed in the classrooms of teachers believed to be outstanding. Phase II also involves analysis of curricula (both widely used curriculum series and distinctive curricula developed with special emphasis on conceptual understanding and higher order applications), as another approach to gathering information about current practices. In Phase III, test models of ideal practice will be developed based on what has been learned and synthesized from the first two phases.

The findings of Center research are published by the IRT in the Elementary Subjects Center Series. Information about the Center is included in the IRT Communication Quarterly (a newsletter for practitioners) and in lists and catalogs of IRT publications. For more information, to receive a list or catalog, or to be placed on the IRT mailing list to receive the newsletter, please write to the Editor, Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, Michigan 48824-1034.

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Abstract

This report summarizes and compares the views of six experts--three university professors and three elementary teachers--concerning elementary-level social studies teaching. The experts were asked to treat the topic comprehensively by addressing issues of curriculum (goals and objectives, selection and organization of content), instruction (presentation of input to students, teacher-student discourse, activities and assignments), and evaluation (formal and informal assessment of student progress toward key goals before, during, and after instruction). The experts addressed these issues in the context of both ideal programs (as outlined in their responses to a set of questions about what ideal curriculum, instruction, and evaluation practices in elementary social studies programs would look like) and typical current practice (as outlined in their responses to questions calling for a critique of one of the most widely adopted elementary social studies curriculum series). This report first summarizes the positions articulated by each of the six experts considered individually, then compares the responses of the three professors treated as a group with those of the three teachers treated as a group. In the discussion, these group contrasts are considered with reference to their implications concerning the differences in purview between university-based scholars and elementary school teachers who share interests in social education. Finally, points of agreement between the two groups are considered with reference to their implications concerning ideal elementary social studies programs.

EXPERTS' VIEWS ON THE ELEMENTARY SOCIAL STUDIES CURRICULUM: VISIONS OF THE IDEAL AND CRITIQUE OF CURRENT PRACTICE

(With Experts' Individual Statements)

Richard Prawat, Jere Brophy, and Susan McMahon[1]

This report summarizes and compares the views of six experts--three university professors and three elementary teachers--concerning elementary-level social studies teaching. The experts were asked to treat the topic comprehensively by addressing issues of curriculum (goals and objectives, selection and organization of content), instruction (presentation of input to students, teacher-student discourse, activities and assignments), and evaluation (formal and informal assessment of student progress toward key goals before, during, and after instruction). The experts addressed these issues in the context of both ideal programs (as outlined in their responses to a set of questions about what ideal curriculum, instruction, and evaluation practices in elementary social studies programs would look like) and typical current practice (as outlined in their responses to questions calling for a critique of one of the most widely adopted elementary social studies curriculum series).

This research is part of Phase I of the research agenda of the Center for the Learning and Teaching of Elementary Subjects. Center researchers are engaged in a five-year program of research and development on elementary-level (grades K-6) teaching of mathematics, science, social studies, literature, and the arts, with particular emphasis on the teaching of these content areas for understanding and for application to problem solving or decision making. Phase I of the work relies on literature review and survey and interview methods to elicit and compare the views of various categories of experts (specialists in the academic disciplines, professional organizations concerned with the teaching of particular school subjects, state and local education agencies, curriculum designers, and university professors and elementary teachers with special interest and expertise in the school subjects addressed) concerning ideal curriculum, instruction, and evaluation practices in each subject. Phase II of the work will switch the focus from the intended curriculum to the enacted curriculum. This phase will feature development of detailed case studies of exemplary practice, relying on classroom observation and interviews of both teachers and students. Phase III of the work will feature improvement-oriented studies, in which ideas developed in earlier phases will be used as the basis for experimental interventions designed to improve content teaching within the limits of what can be accomplished given the constraints within which elementary teachers must work.

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Phase I work has been accomplished through a set of related studies. One of these studies involved developing and using a common set of framing questions to elicit the views of each of two sets of experts--university professors involved with the scholarship and teacher education aspects of elementary-level teaching in a school subject and elementary teachers with reputations for excellence in teaching the subject--on how each of our target school subjects might be taught most effectively for understanding and higher order applications of its content. This report focuses on the views of the experts in social studies. Other reports from this work will focus on the views of experts in the elementary teaching of mathematics, science, literature, the visual arts, and music, respectively, and a summary report will compare and contrast the views expressed by experts in these different subject areas.

Theoretical Perspective

The Center's mission focuses on issues surrounding the teaching of elementary subjects in ways that promote students' understanding of their content, ability to think about it critically and creatively, and ability to apply it in problem-solving and decision-making contexts. Review and synthesis of the literature this topic, both as it applies to subject-matter teaching in general (Brophy, 1989; Prawat, 1989), and as it applies to the teaching of social studies in particular (Brophy, 1990), identified the following as features of ideal elementary curriculum and instruction: (a) The curriculum balances breadth with depth by addressing limited content, but developing this content sufficiently to foster conceptual understanding; (b) the content is organized around a limited number of powerful ideas (basic understandings and principles); (c) teaching emphasizes the relationships or connections between these ideas (integrated learning); (d) students regularly get opportunities to actively process information and construct meaning; and (e) higher order thinking skills are not taught as a separate skills curriculum, but instead are developed in the process of teaching subject-matter knowledge within application contexts that call for students to relate what they are learning to their lives outside of school by thinking critically or creatively about it or using it to solve problems or make decisions. The experts interviewed for this study were asked to critique, qualify, and extend these ideas about features of ideal subject-matter teaching. Then they were asked to apply their views about ideal practices by telling us how they would go about teaching certain content and by critiquing one of the most widely adopted contemporary social studies curriculum series.

Identification and Recruitment of Experts

Two panels of experts were recruited. The first panel consisted of three university-based professors of social studies curriculum and instruction who are internationally recognized scholarly leaders in the field and are particularly knowledgeable about elementary-level instruction in the subject area. These experts were identified as follows. First, social studies specialists both at Michigan State and at other universities (contacted by phone) were asked to nominate individuals who were (a) scholarly leaders in the field; (b) familiar with curriculum, instruction, and evaluation practices in elementary-grade classrooms; and (c) concerned about teaching social studies with emphasis on developing understanding, critical thinking, and application to problem solving or decision making. Next, we winnowed the longer lists to a shorter, prioritized list of desirable interviewees based in part on the information we had gathered about the degree to which they fit the three criteria mentioned above and in part on our desire to achieve balance across different social studies disciplines (history, geography, and the social sciences) and across different philosophical positions on the nature and purposes of social education (preparing students to function as citizens in a democracy, teaching them basic information about the social world, teaching them social science principles and applications). Once consensus on these short lists (including alternates) was achieved through discussion among Center researchers, we then called the identified scholars to explain the study and attempt to recruit their participation. We were gratified to find that all of our first choices among social studies scholars agreed to participate in the study.

The second panel consisted of three elementary school teachers who have impressed leading social education scholars as being outstanding at teaching social studies for understanding and higher order applications. To identify such teachers, we called scholarly leaders in social studies at universities all around the country (including those who were being recruited for participation in the study) to describe the kinds of teachers we were seeking and to ask for nominations. We then contacted nominated teachers by phone and interviewed them concerning their educational backgrounds, teaching experience, and ideas about goals and methods for teaching social studies. Notes from these telephone interviews were then used as the basis for discussion of the relative desirability of different teachers for inclusion in the study. Continued discussion eventually yielded three prioritized short lists of nominees, one for teachers whose background experiences were concentrated in the primary grades, another for teachers representing grades three and four, and a third for teachers representing grades five and six. We then called the top-listed teachers to recruit their participation in the study, and once again were gratified to find that all of our first choices agreed to participate. Coincidentally, each of these three teachers had been nominated by one of the professors interviewed for the study (T1 by P2, T2 by P3, and T3 by P1).

Data Collection Procedures

Data were developed from two sources, identified to the experts as Part I and Part II of the study. The first data source (Part I) was a detailed, written document in which the experts responded to a set of questions asking them to identify key features of ideal social studies curricula and then apply these ideas by indicating how they would organize instruction relating to each of three broad social education goals (teaching about the United States government, human-environment interaction, and multicultural understanding) at each of two grade levels (second and fifth). The experts were asked to identify key understandings relating to each of these goals, indicate how those understandings are related, and tell how they would organize the understandings for presentation to students. Then, they were to select one of the key understandings for each goal and indicate how they would teach it at the second- and fifth- grade levels, noting the information that they would provide to students, the nature of the teacher-student discourse that would occur, the activities or assignments that would be included, and the methods that they might use to evaluate student learning.

Instructions for Part I (see Appendix A) were sent to the panelists by mail and followed up with phone calls to make sure that they had arrived and to provide any needed elaboration. The panelists then prepared written responses to Part I and mailed copies of these to us upon completion. Upon receipt of these written responses to Part I, we then sent the panelists the instructions for Part II along with the curriculum materials to be evaluated (the Grade 1-6 teacher's editions of the 1988 Silver Burdett and Ginn (SBG) social studies series, which include not only the student text but the worksheets and other supplements supplied by the publisher and the instructions to the teacher concerning recommended instructional methods and follow-up activities).

For Part II, the panelists were instructed to review and critique the SBG curriculum using a provided set of framing questions (see Appendix B). Instead of writing final form responses to these framing questions, however, the panelists were asked to develop detailed notes about them that would be elaborated during extensive interviews to be conducted at Michigan State University.

The framing questions encouraged the panelists to consider the SBG curriculum series in three ways. First, they followed up on the panelists' responses to Part I by asking them to consider the series as a whole and tell how its handling of the three curriculum goals addressed in Part I compared to and contrasted with the handling recommended by the panelist. Thus, for each of these three commonly addressed curriculum goals, the panelist critiqued the treatment in the published curriculum with reference to his or her own previously made suggestions about how the goal should be handled.

The second section of the framing questions called for the panelists to develop detailed critiques of two particular curriculum units, a second-grade unit on rules and laws and a fifth-grade unit on the establishment and development of the English colonies, the Revolutionary War, and the Declaration of Independence and Constitution. The second-grade unit was selected to represent instruction in the primary grades, and the fifth-grade unit was selected to represent instruction in the middle grades. Each unit focuses on content commonly taught and considered important at the grade level. In critiquing these units, the panelists could address any aspects that they wished to comment on, but were to focus in particular on their probable effectiveness in promoting understanding and higher level application goals. This exercise, calling for highly detailed critique of particular chunks of the curriculum, complemented the more general critiques of the curriculum as a whole that were developed in the other two sections.

The third section of the framing questions called for the panelists to once again consider the curriculum as a whole, but this time with respect to a range of general issues rather than, as in the first section, with respect to its handling of three particular goals. The panelists were asked to comment on and provide examples relating to such issues as the degree to which the curriculum is well organized and coherent, key concepts are treated in sufficient depth to promote understanding, and critical thinking and decision-making goals are addressed through appropriate activities, assignments, and evaluation methods.

Once the panelists had completed the instructions for Part II of the work to be done at home, they were brought to Michigan State University for lengthy (approximately 6-hour) interviews conducted by the authors. During these interviews, they elaborated on and responded to questions about their written responses to Part I that had been sent in previously, and then they led us through their notes on the SBG curriculum series, elaborating, showing examples, and answering questions as they proceeded. Copies of the curriculum were kept handy for reference to examples.

Completion of these interviews ended the panelists' formal involvement with the study, although they were later provided with copies of their interview transcripts for their own use. The panelists were reimbursed for all of the expenses incurred in coming to Michigan State University to be interviewed and they also received a modest honorarium in partial compensation for their time spent preparing written responses to Part I and notes for Part II of our framing questions.

Data Preparation and Analysis

The panelists' written responses were typed (if they had not been typed already) and audiotapes of their interviews were transcribed and corrected. To protect the panelists' anonymity, the materials were assigned code numbers (P1, P2, and P3 for the professors; T1, T2, and T3 for the teachers), and names, institutional affiliations, and other personal references were removed. Abridged and edited versions of the panelists' written responses, supplemented by summaries of additional comments made during their interviews, are appended to this report.

The data were analyzed by the authors in two stages. First, we sought to develop a clear and shared understanding of what each panelist had said.

Toward this end, we each independently read all of the material available on each panelist (the submitted written materials plus the transcript of the interview), took detailed notes, and prepared summaries of the views expressed concerning the purposes and goals of social education and the features of ideal curriculum, instruction, and evaluation practices in elementary level social studies. We then exchanged and studied these summaries, seeking to identify areas of disagreement that called for discussion and resolution. Discussion continued until we were satisfied that we had developed shared understandings about the key elements in each panelist's positions and about how these compared and contrasted with those advocated by the other panelists. The conclusions developed during this first phase of data analysis are presented in the first part of the results section to follow.

The second phase of data analysis involved systematic comparison and contrast of the views expressed by the two subgroups within our expert panel--professors and teachers. For this second phase of analysis, both the raw materials and the conclusions developed in the first phase of analysis were searched for common dimensions that apply to all or at least most of the panelists' responses and thus could be used as a basis for comparing and contrasting the responses of the professors with those of the teachers. Proposed common dimensions and statements of similarity or difference between the two subgroups were then circulated among the authors for critique, elaboration, or qualification, and once again this process was continued until we reached consensus. The conclusions we reached about similarities and differences between the professors and the teachers are given in the second part of the results section.

Findings are discussed in terms of agreement and disagreement across the set of six experts considered as a single panel and across the professors and the teachers treated as two subgroups. These analyses are informal and primarily qualitative; because of the small numbers of panelists involved, no attempt was made to conduct formal statistical analyses.

Summary of Individual Panelists' Positions

We begin our presentation of findings with summary and comparison of key elements in each of the six individual panelists' positions, starting with the professors and then proceeding to the teachers.

The University Based-Experts

There are major differences between the three university-based experts, both in the content that they would emphasize in elementary social studies and in their views on teaching and learning. We will start with the two who seem most similar in their approach. (See Appendix C for experts' statements.)

P3: Summary of Approach

P3's overall emphasis is on citizen education rather than personal development or the social science disciplines. P3 stresses the importance of developing a concept of "democracy," not just a listing of events that led to the establishment of a democratic government. In contrast with P1 who also emphasizes citizen education, P3 places less emphasis on citizen action activities but more emphasis on instilling prosocial and democratic values and dispositions. P3 conceives of goals as bundles of knowledge, skills, and affects/ dispositions.

A central goal of social studies education, according to P3, is to prepare students to write a new constitution if necessary. This requires not only a democratic value perspective, but also the ability to think critically about various civic issues. To meet these needs P3 advocates a two-pronged approach to social studies education: On the one hand, subtly "pushing" a set of democratic values; on the other, providing students with the means to analyze carefully those and other similar or conflicting values. P3 believes in the inculcation of values representing civic virtue (knowing and doing the public good), although not in a heavy-handed way. P3 relies primarily on modeling and on emphasis on the praiseworthy personal qualities or actions of legendary heroes or historical figures rather than on direct preaching or teaching of value statements as if they were statements of fact. Even so, P3's approach amounts to a degree of self-conscious inculcation in values and dispositions seen as basic and noncontroversial.

P3 persistently attempts to broaden students' purviews, however, through values analysis and decision-making activities. Thus, although the core democratic values would be developed largely through what amounts to inculcation, their application to particular social issues is seen as problematic and open to conflicting points of view. P3 uses analysis of cases to promote critical reasoning ability in students, such as by having them debate suggested responses to some of the dilemmas dealt with by key people in history. The treatment of topics thus includes careful attention to their controversial or multilogical aspects, and there are frequent opportunities for debates or other values analysis activities. In addition to conventional decision-making activities, in which the students are asked to articulate and defend a position on a controversial issue, P3's approach requires them to show understanding of alternative positions.

The content studied is primarily history and geography. P3 embeds treatments of American history and customs within the contexts of world history and global education, including unusual as well as more familiar examples of concepts or principles when selecting cases for analysis. Cases are used to compare and contrast characteristics or as models. Sometimes, controversy or differences are the focus, other times similarities are highlighted--depending on the purpose. For example, King Arthur's round table is an example of a form of democracy. Students might reflect on how this example is like democracy. Patrick Henry might be studied as an example of a patriot who opposed the Constitution. In another lesson, three villages in different cultures might be studied for both their similarities and their differences. The source is the subject matter content; how it is handled depends on the purpose.

P3's curriculum emphasizes depth over breadth by limiting the number of goals addressed. Content selection for each goal is accomplished by identifying key knowledge, skills, and values/dispositions to be developed as an interrelated set. The material is taught within an applications context designed to bring students to the point that they not only understand the key ideas but can appreciate them and apply them to their personal lives or the current social world. Following Taba (see Taba, Durkin, Fraenkel, & McNaughton, 1971) and Ehrenberg (see Ehrenberg & Ehrenberg, 1980), much of the teaching is inductive, or guided inquiry. Carefully chosen sets of examples or cases (of community types, governmental types, etc.) are compared and contrasted along several dimensions, with the results charted for highlighting and visual inspection. Through questioning, the teacher guides the students to attend to the most relevant and important dimensions, to note key similarities and differences, and begin to induce generalizations. Sometimes the goal is to construct and appreciate an initial idea (such as recognition of the essential elements of democratic government and of how this form of government differs from other forms). Farther along, the students make and test predictions about the implications of an idea or about how it would apply to new cases. Still later, they work on cause and effect contingencies and develop explanations for some of the phenomena observed. In general, the inductive and constructive aspects of this approach are very similar to those of P1.

P3's Specific Views on Subject Matter Teaching and Learning

Like some of the other "constructivists" who responded to our statements about ideal curricula, P3 takes issue with the notion of "presenting" ideas to students: "I disagree with the premise of this task. It seems to me that the task is not to organize these ideas for presentation to students, but to organize the curriculum in such a way that these ideas are likely to be constructed by students." (P1 made a similar point: "Too often, stated generalizations become the facts that students memorize in a social studies program, rather than the ideas they discover or construct for themselves.") P3 reinforces this view later in the interview: "It doesn't seem to me that the organization of the ideas is the same task as deciding how the ideas will be presented so that they might be formed in the students' heads." In critiquing the SBG series, P3 makes this point again, writing, "The central curriculum issue after what knowledge is of most worth is whose knowledge." P3 is quite explicit about the importance of students' developing the knowledge or understandings.

Again reflecting a constructivist approach to teaching, P3 is very sensitive about the need to take into account students' prior knowledge. In observing another person teach, P3 realized the importance of assessing student understanding:

> I really understood that when I wanted my students to develop an understanding on some topic, it was necessary to ascertain what level of understanding the group was ready for. Were they to extend and refine an idea already formed? Were they to construct an initial idea? Often in the elementary grades, it is the latter. Making such determinations required no small degree of pedagogic sophistication on my part--to know where the group's knowledge of a topic fell on a continuum of understanding and to partial in individual and cultural differences. And it required no small degree of knowledge of the

> topic at hand. I had to have formed more than an initial understanding of the topic myself in order to conceptualize the continuum, to diagnose more or less accurately my students' place on it, and to figure out the subject matter (and find the materials!) that would help students develop that level of understanding.

Consistent with what can be characterized as an inductive approach, P3 is quite precise about the nature of the data-gathering exercises that students would engage in prior to extracting the important ideas that P3 wants them to acquire. Following Taba, P3 recommends the use of three carefully chosen "cases." P3 departs rather significantly from Taba, however, in broadening the use of this paradigm. Rather than restricting the case approach to the teaching of concepts, P3 sees it as an excellent vehicle for teaching "initial ideas," which resemble generalizations much more than concepts. P3 hesitates to use the term "examples" for the cases that are used to develop generalizations: "Maybe I'm just splitting hairs. I like to reserve the term 'examples' for concept development."

Cases are at the core of what social studies is all about, according to P3: "Social studies is fundamentally a case-based terrain, and the key to building powerful ideas is noting similarities and differences among the several cases studied." P3 then makes an interesting point, consistent with the "generalization" use of the case paradigm: "The dimensions on which these cases are compared are other ideas--not the ones being constructed, but the ones being used in the construction of larger understandings." P3 provides an example: If the teacher wants his or her students to develop an understanding of "democratic nation building," three cases could be used--constitution writing in the United States, Mexico, and Canada. The basis for comparison might be key ideas such as "popular sovereignty," or "minority rights."

P3 elaborates on this approach in the Part 1 write-up. In order to get students (second graders) to develop an understanding of democracy, for example, P3 suggests starting with firsthand experience. Students might participate in and then examine three weekly "Democratic Classroom Meetings" focused on issues of fairness in the school and classroom context. A chart would be developed, with rows identifying the different meetings and columns the dimensions that are used for comparison. Examples of specific dimensions include What kind of issue was discussed? What method was used to resolve the problem? P3 comments, "This comparing and contrasting across examples (crisscrossing) should lift the curriculum out of the parade-of-facts realm into the realm of ideas (patterns)."

P3 would facilitate student processing of important information by reducing the amount of frontal teaching: "Cases should be studied with a minimum of frontal teaching, a maximum of active student participation, role playing, story-telling, oral histories, simulations, and reading-and-writing-to-learn." P3 goes on to say that each case should be examined "dialogically." Students should take individual positions on the important decisions represented in the cases, discussing and debating those positions in various structured formats. P3 also advocates "interrogation," in which students argue both for and against their own positions in writing. P3 comments on this approach later in the interview: "To interrogate your position really means to construct--to construct a model of the situation that has your position in it as well as the other views on the matter". This emphasis on discourse processes is also characteristic of P1's perspective.

P1: Summary of Approach

Like P3, P1 emphasizes social education as the primary goal, rather than social science disciplines or personal development. There is a strong knowledge component in P1's approach, but content is selected for its application value--both currently in childhood and in the future as citizens--not according to the emphasis placed on it within the disciplines. There is also a strong attitudes and values component, accomplished primarily through values analysis and decision making rather than through inculcation. The values/attitudes component includes attempts to develop personal morality and social conscience, not just values relating to large social policy issues. Possessing knowledge is not enough; according to P1 citizens must also have the motivation to act on the basis of their knowledge and values.

Whereas P3 comments just briefly on the importance of "ethics and the notion of public happiness" in the social studies curriculum, P1 places great stress on these ideas. P1 emphasizes the need to get students actively involved in the social world. Students must develop "a sense of right and wrong," P1 writes, "as well as the energy and commitment to participate in the social milieu to right the wrong." This is given priority throughout P1's response to Part I. The emphasis on socially-committed problem solving is prominent in the interviews: P1 draws a distinction, for example, between personal decision making, involving such things as buying and investing wisely, and social decision making. P1 indicates, "I'm more concerned with the ability of students to assess and then to solve social problems."

The problem-solving focus is a logical extension of the way content is treated. Instead of structuring units around problems, one begins with the content and then identifies problems associated with that content that are worth pursuing and helpful as teaching devices. This enables the transfer of knowledge as well as problem solving abilities. History might be an essential element, but it is by no means sufficient. Anthropology, economics, and global education would all play key roles. P1 would prefer that anthropology, instead of history, provide the basis for organization of the knowledge components.

Even if history provides the basis, all the social studies would come together to help the child understand her/his "real" world.

The point is not to teach simplified versions of the social science disciplines but instead to help children understand and appreciate the social world, including how and why it got to be the way it is. Thus, the content is built around interdisciplinary study of topics, not study of the disciplines themselves.

Often this would involve "unveiling the mysteries" that lie beneath the surface of what is obvious--helping students to understand where things came from or how they developed, the steps leading from raw materials to finished manufactured products, or the historical or cultural reasons behind contrasting customs. At one point, P1 talks about the importance of having "a strong contemporary focus" so that students can understand what is going on today. Later, P1 elaborates on this view: "There are so many mysteries in the world. Where did things come from and what goes on behind the scenes? Just lifting the veils and letting kids see the mechanisms that operate, and the people, and the processes, and the issues behind the scenes--that's what I want kids to learn about."

The emphasis in P1's approach is on developing understanding rather than mere knowledge of facts, and in particular on causal explanations. The content is taught within the context of life applications. Often investigation into a topic begins with curiosity-arousing experiences designed to render the familiar strange or problematic and to get students to begin to question some of their assumptions. To the extent that students' knowledge is sufficient to support it, inductive approaches are used (for example, guiding them to develop generalizations from sets of examples, to develop explanations for observed phenomena or differences, to generate and attempt to answer prediction questions or other comprehension and application questions). These inductive methods resemble Taba's concept-induction methods or the "new social studies" inquiry methods, but they focus on answering life-application questions or preparing the students for problem solving rather than on teaching the social science disciplines. Knowledge is essential in problem solving. The child must be able to understand various aspects of and viewpoints concerning the problem, and factual and conceptual knowledge is vital in this regard.

P1's approach to teaching resembles P3's in most particulars. P1 argues for a "highly inductive, experiential, focused, generative" approach. Both P1 and P3, for example, would introduce second graders to the important ideas associated with democracy by having them participate in and reflect on classroom meetings that deal with important school issues. This reflects not only their pedagogical preferences but also their views about what is important for students to understand about democracy: The nature of the decision-making process. Both emphasize the importance of getting students to extract information from these experiences that will help them to understand the democratic process better. In explaining how this is to be done, P1 suggests that students should be able, from firsthand experiences, to draw generalizations about who was involved, the nature of the problem being discussed, the nature of the decision-making process, who exerted power or authority in the situation, how the rights of the group were upheld, and so forth. P1 believes that, through this sort of reflection on the classroom decision-making process, students can generate questions that they can apply to other groups--such as the city council or the legislature: "As a transition to examining a group such as a city council, we'd first identify local/community decision-making groups which act like our classroom but have broader areas of jurisdiction. This brainstorming is teacher-led but actively participated in by students and takes the form of a discussion/generalization session."

At the fifth-grade level, P1's approach again is parallel to P3's. Both P1 and P3 have students apply to other cases the knowledge they gained by examining democratic decision making at the classroom level. P3's cases, however, are drawn from history (e.g., decision making in the Mayflower Compact). P1 would draw cases from current events. This is in keeping with P1's broad goal in social studies, discussed above, of starting with the familiar or obvious, but then examining "that which is behind the scenes or hidden from view: In such a manner, youngsters can come to know the whys and wherefores of events and problems and can begin to see cause/effect and relational factors which explain phenomena." This is a subtle but important difference.

P2: Summary of Approach

P2 contrasts with both P1 and P3 in several respects. P2 places less emphasis, for example, on citizen education or general social education goals and more on applied social science goals. To the extent that P2 does emphasize citizen education, P2 differs from P1 and P3 in two ways: First, most of P2's emphasis is on the knowledge component of the curriculum. P2 places much less emphasis on values, and practically none at all on citizen action. Second, P2 embraces (although not exclusively) the ideas of E.D. Hirsch (1987) concerning the importance of a shared common culture and the notion of teaching facts for cultural literacy purposes. P2's goals for the ideal social studies curriculum differ in important ways from those advanced by P1 and P3, being much more factual in nature: Students should "list abuses of the late colonial period," "list the ideals expressed in the Declaration of Independence," and know "how elections work." P2 and P3, on the other hand, would mostly restrict the factual components of the curriculum to those facts that are needed for teaching about the key ideas that they wish to emphasize.

Unlike those of P1 and P3, P2's approach to teaching is more deductive than inductive. Instead of guiding the students through comparisons and contrasts of cases to assist them in constructing generalizations, P2 begins by explaining the generalizations and key aspects of examples or cases, then provides scaffolded opportunities for students to apply the generalizations using new cases. Cases are, however, chosen and represented to students not merely for their value as exemplars of generalizations, but also for their interest value. In this regard, text supplements that personalize the information, emphasize its "romantic" aspects, or otherwise make the material more interesting and memorable are used. Explanations would feature advance organizers, emphasis on the main ideas, clarity in stating these main ideas, and other content structuring designed to help students to learn and retain the information as an organized body of knowledge. Similarly, structuring of assignments would include reminders about purposes and goals, tips about notetaking or outlining, and so on.

As this description suggests, P2's approach is more didactic than those of the other two university-based experts. P2 is a strong advocate of the "direct instruction" model of teaching. In the interviews, for example, P2 comments, "I use a direct instruction model. I begin with telling the kids what the objective is, why it's important." P2 views the teacher's role primarily as that of information giver. The purpose of social studies is "to inform," and the teacher's role is to transmit knowledge as effectively as possible. The knowledge itself is derived primarily from various social science disciplines, although P2 would also include certain facts considered important for cultural literacy reasons as well as certain values considered fundamental and universal. Skills needed to process and apply the knowledge would also be taught.

Rather than attempt to teach generic thinking skills, P2 prefers to teach students networks of related content that include "facts that will serve as schemas, sets of concepts that classify things well, and principles from which something definite follows": Thinking is then developed in a "nuts and bolts way" through applications of this content. "I guess in summary," P2 comments, "I believe that things most people call knowledge of facts and chains and concepts and principles really have a very direct relationship to what other people call thinking. That they are quite literally the tools that enable particular kinds of thoughts. I spend more time teaching low level information than most of my colleagues."

The highest form of learning according to P2 is principle learning. Principles form the basis for problem solving: "Rational problem solving is typically deductive (a problem is defined, rules or precedents are recalled from long term memory, and the rule is used as a major premise to predict a probable outcome)." The teacher's task is to teach students useful principles drawn from the disciplines, lead them through several examples, and then engage them in problem solving activities that require applications of those principles.

P2's social studies lessons are built around topics such as "North America," or "Forces that Control Climate." Within each of these topics, the course of instruction follows a predictable pattern. (P2 has "a different recipe for each of the different methods of teaching.") In teaching about a particular time and place, for example, one "fixes" the parameters by having the students locate the dates on a time line and study the locations on a map. Next, students are exposed to certain "stories" or verbal chains that can serve as grist for later thinking. Each verbal chain consists of a key word (e.g., "Pilgrim") and a cluster of facts. Once students have mastered this basic information, which provides a factual "context" for later learning, P2 would teach and then have students apply generalizations or comparisons.

P2's formula for concept lessons begins with a statement, "Now I am going to teach you a new concept," followed by the definition stated as a list of critical attributes, which, in turn, is "followed by explanation of an example and a nonexample." P2 would seldom deviate from this deductive approach; using the inductive method "a couple of times a semester."

If one is to understand principles, one must understand the concepts that the principles seek to relate. P2 provides the following example of a principle: "If people have an industrial culture, then they will use knowledge and machines to import goods, change the environment, and live much the same way any place on earth." According to P2, students must not only be provided with principles of this sort, they must also be given guided practice in applying the principles. In the application example that P2 offers for the principle cited above, students are expected to use the principle to predict how Norwegian doctors might live when working in Africa. P2 advocates "attaching" an application phase onto the end of the principle lessons for two reasons: It helps give the principles relevance, and it also helps to teach students to think deductively.

P2 favors a teacher-centered approach to instruction and is skeptical about the value of student-centered activities in social studies. P2 perceives the need for a great deal of teacher direction during activities. For example, if P2 used a mock trial activity, P2 would assume the role of judge "so I could control the situation." Too often, P2 feels, activities are aimless. Students are simply "stuck into a situation" without knowing the solution or being "given any way of figuring it out." To be useful, activities must have a clear purpose. The most appropriate use of activities, according to P2, is either to introduce a problem or to get students to apply principles or concepts already learned. P2 differs from P1 and P3, and even more clearly from the three teachers, in believing that activities are not very effective as learning situations per se. P2 believes that students learn most efficiently when the teacher has identified what is important and what students should do. One activity included in the SBG curriculum that P2 did see as "successful" called for students to use their texts as scripts for a role play. Even here, P2 saw the activity as serving more of a motivational than a learning purpose: "The role play itself would not be what I would consider active learning." Generally activities do not meet this criterion for P2.

P2's approach to teaching places less emphasis on student prior knowledge than the approaches of P1 and P3. For one, P2 assumes that most of what students know will be irrelevant in terms of the knowledge they are being asked to acquire: "I think we ought to be teaching all kids something they don't know." Even if their prior knowledge is relevant, P2 indicates, it is very difficult to assess. The best the teacher can do is "make guesses." Formal assessment (i.e., pretesting) is not a very practical alternative, according to P2.

The Teacher Experts

Having summarized and compared the views of ideal curriculum advanced by the three professors, we now turn to the views of the three exemplary social studies teachers.

T2: Views of the Subject Matter

T2 is a fourth-grade teacher. T2's primary purposes and goals fall under the rubric of citizen education, although T2's approach also is strongly influenced by what interests students or "what makes kids feel good." T2 emphasizes citizen education, believing that "elementary kids are the key to building a stronger country and a stronger world." Like P3, T2 places specific emphasis on the democratic values and citizen action aspects of citizen education. This is most obvious in T2's treatment of government, where everything begins with notions about basic human rights. Thus, in addition to covering basic principles of civics (including their historical development), T2 would consistently emphasize the idea that governments should accomplish their functions without violating basic human rights, and that American citizens should be prepared to defend and maintain our traditions of freedom and democracy. In general, T2 prefers an interdisciplinary approach to social studies, stating that this approach empowers students with their own learning and thus is more meaningful. Students are better able to internalize content through the critical thinking and problem solving activities that an interdisciplinary approach can provide. T2's treatment of geography provides a case in point: Like T1, T2 builds geographic ideas on basic notions about the trade-offs that different environments offer humans seeking to meet their basic needs.

T2 seeks to bring a multicultural and global education perspective to social studies as well, believing that this complements efforts to prepare informed American citizens. The multicultural perspective also allows T2 to address students' individual needs. Thus T2 includes a unit on Mexico in the ideal curriculum because there is a high percentage of Hispanics at T2's school. According to T2, the content of social studies should address individuals and their needs. T2 states that social studies is "a topic that has to focus on the individual in developing the sense of self and valuing the person and going all the way up to valuing and understanding people." This is part of the values aspect of citizen education.

Unlike P2, T2 places great emphasis on activities in social studies, especially "macro" activities that involve sustained information gathering or inquiry followed by preparation of reports, construction of murals, participation in pageants or skits, or other "culminating" activities. T2 believes that children must operate on or apply what they are learning if they are to remember it; they will forget most of what they learn via methods that emphasize reading factual information and then regurgitating it in response to recitation and seatwork questions that only call for factual memory.

Other rationales for macro activities are (a) the need for a variety of learning activities to accommodate the variety of learning styles that exists in every classroom; (b) the need to cement learning by causing the students to process and think about input and then communicate their ideas through classroom discourse or writing assignments; (c) the need to provide application opportunities; (d) the value of opportunities for students to develop their own information rather than just use information given to them; (e) the need to carry value and citizen action goals through to the point of participatory action if we want to affect the students' behavior and not just their beliefs.

T2 places less explicit emphasis on the importance of classroom discourse or debate than do some of the other experts, but it is clear from T2's example activities that considerable teacher-student and student-student discourse would occur in T2's classroom. Still, it seems that T2 mostly views such discourse as just one among a desirable variety of classroom activities that should be worthwhile, without assigning it any special or unique role in promoting conceptual understanding. Meanwhile, T2 places more emphasis than most would on the role of hands-on-activity and multisensory experience (in promoting meaningful learning, not merely in personalizing the content). This is consistent with T2's view of learning, a view that appears to be common among teachers who develop alternatives to the traditional, teacher-centered approach to instruction.

T2: Views of Teaching and Learning

T2 frequently expresses criticism of transmission views of teaching. If students are passive, simply "pawns" to use T2's language, it is a very boring situation and one that is unlikely to lead to real learning: "The kids are just memorizing the facts for the examinations and that's all there is. To me, they may be learning facts but I would think that unless you apply what you've learned to other situations, some of the learning of facts is not very useful. It's going to just sit there unless you can use the information." Later in the interview, T2 elaborates on this view: "I think they remember a lot more--that they learn more by performing than just by hearing and having to spit out facts on the test or something like that. If they're playing George Washington, I think that they're going to remember him a lot more than if they just hear about him." "If they're told," she added later, "they'll forget."

This view of learning--that at least for the sake of motivation, if not for some more cognitively oriented reason, students must be actively involved--seems to drive T2's view of teaching. On several occasions, for example, T2 claims to be an "activity oriented" teacher: "I'm activity oriented. I do a lot of things with the kids in small groups and they do a lot of decision making and problem solving--those kinds of things where it might take two or three days to do something like that." Although T2 emphasizes that the activity approach is particularly suited to social studies, it is obvious that T2 uses activities in other subjects as well. For example, T2's math students sold pumpkins at Halloween time: "The kids have to go and buy the pumpkins and they have to weigh them and they have to figure out how much they are going to charge when they sell them to the rest of the kids."

T2 justifies the emphasis placed on getting students actively involved in various projects in terms of a view of learning that features two key elements: One, and the most important, is that students learn best when they are actively involved. T2 is very explicit about this: "I think involvement leads to better understanding." A second key premise, closely related to the first, is the idea that individual needs can be addressed through activities. Thus, one of T2's rationales for integrating reading and writing with social studies is that it helps children with different learning styles: "Some of them can learn it by writing, some can learn it by reading, some can learn it by listening." This same argument is applied later in evaluating activities: "I really think that there is a variety of ways to reach an understanding in social studies. Reading and answering questions is one of those ways. Small group activities is another way. Projects are another way."

Because of this emphasis on activities, T2 was questioned closely about what criteria should be used in selecting or evaluating them. T2 clearly recognized that some activities or projects were more valuable than others. First, activities must be suited to T2's goals or objectives: "What is it that I want the kids to get out of the activity? What's the purpose of the activity?" Another criterion for evaluating an activity is whether or not it helps "to generate additional questions from the kids in order to further their learning more," whether or not it stimulates discussion. "I think good activities probably help the kids establish some of their beliefs about certain things." T2 admits that some activities bomb: "I'm sure that I have done some things within a small group situation where the kids haven't gotten anything out of it." T2 takes the blame for this, however, citing failure to provide explicit enough directions or to have had a clear enough concept of where the activity was going: "I think that's probably my problem and maybe not the activity's problem."

T2 is realistic about the trade-offs involved in using an activity focus in social studies, appreciating the fact that breadth of coverage is not compatible with the activity orientation. Concerning the breadth of coverage approach, T2 says that "If I tried to get my class through an entire book and then tested on it, I can bet you that students wouldn't remember what they learned in September. If we're trying to cover a smattering of stuff just to say we've covered it, that's not learning." T2's approach is necessarily highly selective. Anticipating possible criticism, T2 provides this rationale: "So if they say they don't know anything, I'll say, well, at least they know this, and if I didn't spend time on the Constitution or U.S. history, then they wouldn't have that either."

What appears to be lacking in T2's analysis--and this may be generally true of the teachers--is a subject matter criterion for judging the appropriateness of activities. Generally, T2 tends to emphasize two social science disciplines: history and what might be termed "anthropology/sociology." The latter is rather loosely defined as a "cultural perspective." In fact, T2 recommended that we rephrase our third social studies goal (the one calling for developing respect for the values and life-styles of others), so as to drop the word "customs" and replace it with "culture." The rewritten goal would then be consistent with the notion of "world studies" being one of two major emphasis areas in social studies (along with history). Even though T2 draws heavily on history and anthropology in selecting key ideas, one gets the sense that almost any content from these subject matter domains can fit into an activity framework.

Beyond stating that culture and history (especially U.S. history at the fifth grade level) are important general disciplines to tap, and that motivational factors play a key role, T2 lacks a clear rationale for content selection. For example, T2 talks about how fifth grade is "a good time to do an Indian unit, in light of the U.S.," but offers no real rationale for this focus. When asked why "minority rights" were included in the set of concepts related to "world studies," T2 struggled to respond, saying that minority rights are a "worldwide problem." "I think that the kids should understand that minority rights exist and are taken away or provided for no matter where it is in the world". This is not a bad rationale, but the connection between this concept and the concept of culture and its diversity is not readily apparent when one applies any sort of disciplinary lens; it may represent what Donald (1983) terms an "associative" or "contiguous" relationship as opposed to a hierarchical or logical ordering.

T2's view of social studies allows for this sort of flexibility. Even in history, the main goal of developing an understanding of what other people were like should be pervasive: "This is part of a whole thing that I think is real important--for kids to start to understand perspectives. Becoming and seeing from another point of view rather than just looking into a situation. They can become part of that." Thus, an activity focus in history--having a Colonial Fair, for example, where students make candles, wear wigs, eat Johnnycake, and use toys from the period--is entirely consistent with T2's view of what social studies is all about. By engaging in such an activity, students can develop some understanding of what the founders were like. The logic goes something like this: Social studies is about people; history can contribute to an understanding of people if it is "personalized" and made real for the students. Most of the activities T2 describes as parts of model lessons seem to have this as the main goal. From a disciplinary perspective, what is problematic about this approach is that the connections between key ideas and specific activities seem rather arbitrary (or hard to discern). Thus, "American democracy" is listed as one of the key concepts related to the general goal of "citizenship education." The understanding associated with this concept is that "the American democratic tradition was shaped by the visions and principles of the 18th-century founding fathers." So far, so good. However, when one scrutinizes the specific activities associated with the teaching of this key idea, it is not always clear how one arrives at an understanding of the "visions and principles" of the founding fathers from the sorts of involvements that are suggested. At the second grade level, for instance, the following activities are suggested: "Explore what life was like during the Atlantic voyage and for the first settlers in Jamestown and Plymouth"; "become aware of the highlights of the Revolutionary War"; "divide the preamble of the Constitution into parts and have students work in groups to sketch the meaning of each part."

T1: Approaches to Subject Matter

T1 is a fifth-grade teacher. T1 takes an interdisciplinary, concepts-and-principles, spiralled-organization-of-content approach to social studies. T1's emphasis is on building the background knowledge concerning the development and current status of the human condition and human-environment interactions that students will need as a context within which to couch self- and social understanding and to embed personal and civic decision-making. T1 resembles P2 in placing more emphasis on knowledge goals than on skill, value, or citizen action goals and in structuring the content around concepts and principles drawn from the social science disciplines. However, T1 is more clearly teaching social studies as a school subject rather than teaching social science as individual disciplines. T1 wants to emphasize the human and personal elements in treating the content. When teaching history, for example, T1 has students learn about the setting up of the government, but the central ideas relate to people. "We talk about all the different people in the different colonies and the way they lived and how they were alike and how they are different." T1, for example, agrees with T2 in saying that, "People should be the focal point" in social studies. T1 differs somewhat from our other experts in emphasizing an "integrated" approach to teaching our three representative goals. Rather than conceptualizing each as a separate network of ideas, T1 integrates all three, an approach which is consistent with how T1 does yearly planning: T1 first studies the curriculum guide, then decides which of the suggested units "are going to integrate." The integration takes place at the "idea" level.

T1 takes a global and multicultural, rather than a more narrowly American, approach to content selection and treatment. T1's ideas about key concepts relating to multicultural understanding resemble T2's, especially in the emphasis on cultures as need-driven adaptations to the environment. T1's "integrated" approach starts with a focus on human-environment interactions, for two reasons: First, the environment is more familiar to the child; second, understanding how environment affects life-style and culture forms the basis for understanding other important ideas--such as how governments are created, or why we have diverse cultures. T1 argues that these ideas are "logically" related, but does not fully develop their linkages. Reading between the lines, however, the following argument can be made: As humans seek to satisfy their needs and begin to act on their motives, they exploit what the environment has to offer and thus begin to develop cultures, societies, life-styles, and customs. These various aspects of the human condition are interdependent, so that explanations for both historical and current events are to be found in the interactions among them. Social systems, laws, customs, and life-styles can be seen as adaptations to the environment and to felt needs, and changes can be expected to occur when the environment changes or when felt needs change. Felt needs change in part because of exposure to the customs or accomplishments of other people. In general, variety in the human condition is cause for celebration rather than fear, and learning about the culture and customs of other people can be expected both to enrich our lives and to broaden our perspective on the familiar. In this way, students will learn about the big picture and where they fit into it, and will develop knowledge and appreciation of the types of and reasons for variety in the human condition.

Although not taught explicitly, certain values pervade this approach and would be taught via modeling and implicit inculcation. Virtually everything is couched within a global, humanistic world view. The emphasis is on self-actualization and celebration of human accomplishment rather than on conflict or human failure, and customs (including laws, governmental forms and functions, and social policies) are seen as tools invented to facilitate the common search for maximally satisfying life-styles. This implies values such as fairness, cooperation, and conservation of natural resources.

T1: Views of Teaching and Learning

T1's approach differs from T2's in some interesting ways. T1 is just as skeptical as T2 about the factual emphasis in traditional social studies: "Motivating students is a key feature for curricula, but often textbooks fail at this endeavor. . . . Part of this comes from pushing facts instead of concepts, as so often happens in social studies." T1's solution to this problem, as this quote indicates, does not center as much as T2's on the motivating nature of active involvement. T1 believes that, by varying the nature of the presentations so that concepts are emphasized and presented in an interesting manner, students can be actively involved in learning the subject matter.

As indicated, T1 considers "people" to be the central focus in social studies. This is certainly characteristic of the way that T1 teaches history. T1 prefers giving students "stories," true anecdotes that help explain why people did what they did. The stories provide frameworks within which students can remember relevant facts: "I teach facts also, but those facts come in all those little stories. Kids remember those facts with those stories . . . [they develop] a picture of how things fit together." Like T2, however, the main rationale for T1's approach to social studies is motivational, not cognitive: Asked why T1 favors stories, T1 cites "student interest." "I found when they could see why people do things, they were more interested than if I just did this unit and I taught that way and gave them the facts and they'd answered the questions. . . . It put it on a personal basis." (Note: When asked if this approach had been learned in graduate courses taken from P2, T1 noted that the basic idea came from P2 but then drew a contrast: T1 stresses the personal, whereas P2 tends to focus more on "concepts.") When pressed, however, T1 also provides a cognitive rationale for this approach. Because the stories allow students to remember more content, T1 indicates, they have something to offer during discussion:

> There are discussions when we're into why people do this, and when they can remember something that happened--when we get to the western expansion, they pull back to things that they learned about the settlements and why those people moved around and why they made laws and what they were seeking. They can go back and I think it's part of their own self-concept. They feel really good. They know something and they like it. Going back to things they know, you're connecting it for them, and they like that and feel good about it. They feel smart and they like it.

T1 provides an example of this didactic, story approach: T1 frequently begins a lesson with a picture that is made into a transparency. For a unit on the Indians of the region, T1 constructed a mural, by cutting and pasting, that depicted how the Indians lived--what sort of housing they constructed, how they dressed: "From this mural, I would tell a story; looking at the transparency, the students would know their clothing, the type of land they lived on, the foods they ate, and some of their customs and traditions--because I would be sure that what was really important to these people was in the picture. They would know their tools and something about their family life." This information would then be contrasted with information gathered about another tribe, using the same mural-story format. A second example: T1 uses slides of the home town to teach about communities. After obtaining pictures of the town taken 80 to 100 years ago, T1 then took pictures of the same areas:

> I go through and tell the story. "This is Main Street 100 years ago." [I] just let the students talk about how it is different from today. They can see the buildings, the transportation, what some of the people wore, the occupations of that day. We can even talk about the different cultures that live there because they can see that some of the names are German, Swedish, and all that sort.

T1 places a lot of emphasis on discourse processes and tries to integrate writing and social studies. Students often do "comparative writing," as in an assignment in which students compared Thomas Jefferson and George Washington. This task was also used to evaluate whether or not students had understood some of the important information about these two men presented in class. T1 prefers this mode of assessment. Instead of giving "book tests," T1 often will have students respond to questions that ask them to compare things, or to view a picture and then make predictions. T1 preassesses students at the beginning of each unit; sometimes it is quite informal, however. T1 may ask an orienting question (such as, "Can you tell me how you would go about getting a patent?" at the beginning of a unit on inventors) and then assess students' knowledge through discussion.

Like T2, T1 also reports using a lot of group work in social studies. T1 tries to ensure that the groups are heterogeneous with regard to ability. One example of a group project involved dividing the class into two parts--one representing the farmers, and one the cattlemen. The issue was whether or not land could be fenced off. Each group researched the issue, decided what arguments they wanted to make, and then chose a spokesperson to present their case.

T3: Summary of Approach

T3, a first-grade teacher, is similar to the other teachers in viewing social studies as not only citizen education, but development of a context within which to understand oneself, appreciate how and why the world has developed as it has, and appreciate the degree to which the familiar is typical or atypical. Unlike other interviewees, the values and citizen action aspects of T3's recommendations focus heavily on values inculcation rather than values analysis. Inculcating the work ethic, patriotism, and a sense of service and responsibility to the nation is emphasized frequently. This orientation is evident in the following comments: "I think we need to develop social studies in a manner so that our children will grow up to be good citizens." Later, when questioned whether the curriculum should teach "the golden rule," T3 states, "I think there is a golden rule type curriculum in most of the social studies I've looked at. That's not all bad because the children must learn to live in society. . . . So you can relate these golden rule values to what happens if you don't behave in a certain manner in society for us all to live together and get along."

T3's value-oriented approach is strongly linked to the developmental and other perceived needs of the children. T3 tries to teach content that students appear ready for and interested in. T3 states that in 22 years of teaching, no two groups ever were the same. Each group of students has different academic needs, so that one must adjust curriculum accordingly: "If you're a good teacher, you're going to take advantage of what a child is interested in and expand his knowledge." T3 provides the following example: With a group of lower socioeconomic status (SES) students, T3 would teach the same activities, but would provide more background knowledge for them than for the higher SES students that T3 teaches now. Because T3 works with first graders, cooperation and prosocial behavior are important issues: "We deal with very basic things like respect for a person's property, rights, and feelings. . . . We deal an awful lot with feelings. An understanding of why some people are different."

In addition to student needs, T3 identifies the school's curriculum guidelines as influencing decisions about what to teach. "I don't study Japan now in my class, but there was a time. . . where the study of Japan, American Samoa, and Mexico were part of the program during the year." This comment suggests a somewhat less critical attitude toward the standard social studies fare in comparison with some of the other interviewees. In fact, T3 is the interviewee most accepting of the SBG series and the kind of curriculum that would result from using it. Although recognizing that the texts lack sufficient elaboration of key ideas and would need to supplemented with classroom discourse designed to promote better understanding and with better assignments (especially research and writing assignments), T3 nevertheless places the least emphasis among our experts on the need to emphasize depth over breadth and to structure the teaching around key concepts and generalizations. T3 wants more breadth of coverage of factual material as well as more depth (at least in the early grades, where T3 saw the student text as practically a "baby book"), believing that students, or at least the high SES students that T3 teaches, will learn much more if they read more challenging material. T3 is also the only expert to unambiguously endorse the spiral curriculum notion--that is, the notion that because children absorb only part of what you try to teach at any given time, topics must be continually revisited. In some ways, T3 sees elementary education as laying the groundwork for later, more systematic or disciplinary work by exposing students to facts, events, names, and so forth. T3 nevertheless stresses student interest and ability to relate to concrete experience over key ideas and applications of networks of knowledge.

These themes can be seen in the key ideas that T3 outlines for our three main goals relating to the topics of government, geography, and culture. These key ideas are less conceptual and generalized, more factual and concrete than the key ideas mentioned by other experts. Some of them might even be seen as distorted or incorrect by disciplinary practitioners. For example, a couple of the key ideas relating to civics depict the government, rather than the people, as the starting point. Thus, laws are described as needed for governments to function in an orderly manner rather than as needed for people to enjoy satisfying lives. Similarly, freedom in the United States sounds more like a privilege granted by the government than as an inherent right to be respected by a government that is supposed to serve the people, and the geographical ideas stress only environmental effects on people rather than the opposite effects.

T3: Views about Teaching and Learning

Despite differences in views about the purposes and goals of social studies and differences in the selection and treatment of content, T3 is more similar to than different from the other experts in approach to instruction. In a sense, T3's approach is a hybrid of what the other two teachers do. Like T2, T3 believes in using a lot of activities. T3 also stresses the importance of discourse processes in the classroom: "I just think as long as the children are active, then learning is going on. When you see them all sitting like tin soldiers in a room--I'm not sure how much learning is really going on if you don't have some give and take with the kids." The role that activity plays, according to T3 is to "fix" things in the student's mind: "I think for children to truly understand, they must be able to at least visualize something in their mind. Otherwise, you could go through the motion of teaching them this; but two months later, I don't think the retention would be there." T3 later makes this point even more emphatically, saying that "my whole philosophy of teaching is student involvement," and adding, "I think if they're involved in what's going on and are actively participating, then they're going to remember what the lesson was about."

This language is very similar to that used by the other two teachers. It may reflect a developmental notion--that one moves from the concrete to the abstract. T3 makes this point, saying that the principle is not limited to social studies: "I think social studies is like any other discipline. You can even compare it to math. You don't begin doing abstract things with the child whose development is not to a point to think abstractly. I think children have to have concrete things until their abstract development is such that they can comprehend from just a page or without things that are familiar to them."

T3 also articulates a cognitive rationale for discussion or discourse: "With the little children, a lot of the things that I would say foster understanding are elicited through discussion with the children. If you have an atmosphere where you discuss these things well--if you have good discussions with young children, they tend to bring up questions that let you know where the gaps are in their understanding." Like T1's, T3's approach is heavily diagnostic or analytic. Discussion provides a vehicle for assessing what students are comprehending. When one senses that one has "lost them," one must "back up" and "take another avenue."

T3 may be the most eclectic of the three teachers in advocating many different ways of teaching. Like T1 and P2, T3 often presents information to students. In lessons on human-environment relationships at the second grade level, for example, a great deal of information is imparted: "Talk about how the plant growth prevents soil from being washed or blown away by wind and rain. Look at the rocks found in the soil and point out that soil is also formed from rocks. Discuss how the earth's surface is constantly changing due to water wearing away rocks and earth." This lesson, however, is preceded by two more activity-oriented lessons. The first, which has as its aim establishing the fact that the natural environment is made up of different components (e.g., land forms and bodies of water, soil, rock) has students first "brainstorm as to things in their environment," then view a film strip on the natural environment, after which they revise their original list. The second lesson builds on this by having students work in small groups, classifying pictures from magazines as to different types of land and water.

Like P1, with whom T3 has worked, T3 stresses the importance of getting students to understand what is going on behind the scenes (P1 talks about "lifting the veils and letting kids see the mechanisms that operate"). P1 articulates a number of reasons for this approach: Conceptually, tracing back commonly used products teaches students the role that natural resources play in our daily lives, and how dependent we are on other people and processes. It also promotes inquisitiveness about the social world and thus contributes to one's willingness to be actively involved in that world. T3 describes a lesson that fits with this general framework, but provides less of a rationale for the activity. T3 simply indicates that a trip to the farmer's market or a nearby dairy farm "can stimulate environmental study." A few sentences later, T3 restates the purpose of these activities as letting "children experience and become aware of their environment." During the interview, T3 further justifies the experiences in these terms: Students learn "that there is a process that the food must go through before they get it. . . . Take milk for example. Most city kids think milk comes out of a bottle, or out of a red, blue, or white carton." They learn otherwise when they visit the dairy: "They get to milk the cow. This makes it a real experience for them and they're really learning." What is less clear in T3's description, compared to P1's, is a sense of where this activity fits in the overall scheme. T3 comes closest in saying, "All these things are in (the students') environment, yet they're not in their environment. We have the things to go to, but it is really not part of their suburban environment. . . . Yet it's close enough that you can take them to experience these things."

A similar point can be made when one compares another activity suggested by T3 with comparable activities described by P1 and P3. T3 proposes the following activity in conjunction with a lesson aimed at developing "an appreciation for our federal government" at the fifth grade level: "The class could form a mock government and attempt to operate it without laws." T3 adds, "As the children see the government failing they will want to make alterations. As they begin to alter their government, laws will naturally evolve." This activity is aimed at getting children to examine laws (or rules) that are needed at the classroom level with those that exist at the federal level. Two points need to be made: One, as revealed in the interview, T3 uses the terms "rule" and "law" interchangeably; second, this activity helps develop two ideas that are stressed in the conceptual analysis--"laws are necessary for governments to function in an orderly manner, . . . laws are developed by groups of people chosen by the people of our country to be their leaders."

What is nominally the same activity is used in very different ways by P1 and P3, who use democratic classroom meetings to make multiple points relevant to understanding how governments function. The overall focus for both is to examine the decision making process. Specific questions are provided to help students focus and make sense out of what has happened: What was the nature of the problem or issue being discussed, who exerted power or authority, what method was used to resolve the problem, how were the rights of the group upheld? P1 and P3 use this analysis as a starting point for getting students to analyze other instances of governmental decision making. In P3's case, the other instances are derived from history (e.g., decision making in the Mayflower Compact); P1, in keeping with a societal problem-solving focus, would have students examine instances of more contemporary decision making (e.g., city council). Both appear to get a lot more mileage out of the mock government activity than does T3, who seems content to use it to develop just one or two of the ten key ideas that T3 listed for the "U.S. government" goal. If one maps the activity back on P1's network of key ideas related to "citizenship education" (P1's recasting of the original goal), it appears to buttress all four of the subsumptive ideas mentioned. Similarly, the same activity relates to at least five of the eight key ideas advanced by P3.

So far in this report, we have concentrated on summarizing the approaches advocated by each of the six experts considered individually. In the process, we made some comparisons, but these were concentrated on comparisons between individuals. We now turn to systematic comparison and contrast of the views expressed by the professors (treated as a group) with those expressed by the teachers (also treated as a group). We will consider both the similarities and the differences between the professors and the teachers, starting with their responses to the questions in Part I dealing with ideal curricula and then progressing to their responses to the questions in Part II calling for critique of the SBG series. Finally, we will conclude with discussion of the implications of these data concerning the differences in purview between professors and teachers and concerning ideal features of elementary social studies curricula.

The Views of the Professors Compared With Those of the Teachers

In their responses to Part I, all six panelists outlined ideal curricula that featured in-depth treatment of networks of content structured around key ideas rather than broader but shallower cultural literacy approaches. The professors had more to say about specific strategies for teaching concepts and principles, but the teachers had more to say about incorporating local content examples (often by arranging for classroom visitors or field trips) and about accommodating individual differences in students' learning styles by including a variety of activities. There was considerable individual variation but no consistent group difference in relative emphasis on global social education versus more specifically American citizen education, on whole-class discussion versus small-group or individualized activities, and on knowledge and skills versus attitudes, values, and dispositions.

The six panelists all basically agreed with our list of five features of ideal curricula (see Appendix A), although two of the professors noted that all key ideas would not necessarily have to be "rooted in the disciplines." The panelists' responses to Part I become more difficult to compare thereafter, however, because they diverged in unique directions in talking about how our list of features of ideal curricula might be expanded, what key ideas would be featured in teaching about American government, human-environment interaction, and multicultural understanding, and how these ideas would be taught. Thus, the panelists all differed from one another in their suggestions concerning curricular goals, content selection, and activities. What their ideal curricula had in common (and what differentiated them from the SBG curriculum) was organization of the content around a limited set of key ideas that would be developed in sufficient depth to ensure understanding and used in the process of responding to questions or engaging in activities that called for critical thinking, decision making, or other applications.

Critique of the SBG Curriculum

It is easier to make comparisons among the panelists' responses to Part II, in which the framing questions for critique of the SBG curriculum yielded comments on many common dimensions. On the whole, the professors and teachers showed more similarities than differences in their SBG critiques, and the differences mostly took the form of contrasts in relative emphasis rather than direct substantive contradictions.

Areas of Agreement

All of the panelists (or at least all who commented on each respective aspect) were in agreement concerning several aspects of the SBG curriculum. First, they agreed that it was a primarily factual, cultural literacy approach to social studies that focused on the United States without much attempt to cover other cultures or to embed coverage of this country's past or present within a global perspective. The latter features were seen as regressions from the global or multicultural approaches taken just a few years ago.

The panelists also believed that the series contained too much content in the middle grades but not enough in the primary grades. The consensus seemed to be that the curriculum spiraling built into the expanding communities approach (at least as it was implemented in the SBG series) produced a great deal of redundancy in treatment of certain topics, a problem that was especially noticeable in the primary grades where the content base was thin in the first place. Several panelists noted that the material currently taught in the first three grades could be compacted into just the first two grades, leaving third grade for something else, such as state history or cultural studies (panelists disagreed about how they would use the extra space in the curriculum created by compacting the first three grades into just two grades). Concerning the middle grades, the consensus seemed to be to pull American regional geography out of fifth grade and integrate it into the geography covered in the fourth and sixth grades, thus leaving all of grade five for American history.

The panelists found the SBG series attractive in several respects. In particular, they praised its pictures, illustrations, and program of activities for developing map-reading and chart-interpretation skills. They also found the student texts to be easy for the students to read and the curriculum as a whole to be easy for teachers to teach from (in the sense that the spiral binding made it easy to open to particular pages, the standardized lesson format and teacher's manual organization made it easy to follow the lesson plans, worksheets and tests were provided, and most of the props called for in suggested activities are already available in classrooms or easily obtainable by teachers). On the whole, however, the panelists were more critical than appreciative of this curriculum series. In one way or another, they typically voiced the following concerns about it.

Content. There is too much breadth treated in insufficient depth. The student texts offer parades of facts that lack sufficient structuring around key ideas. The texts could be made more "learner friendly" through more or better use of advance organizers, directed study questions, and inserted questions designed to get students to think about the material as they read.

Even more importantly, the material should be structured around key ideas. Currently there is often poor correspondence between the ideas emphasized in the main themes, the chapter objectives, and the chapter reviews. Even when there is good correspondence, the ideas identified as main ideas are often trite, focusing on facts (especially in geography sections) or relatively minor or side issues rather than the major concepts and principles that are covered (or should be covered) in the chapter. For example, a lesson on shelter is built around the key idea that people in different places live in many different kinds of houses. This is a much less powerful key idea than the one that should have been developed--that people in different places live in different kinds of houses in part because of the climate and natural resources of the region.

There is a general failure to pull things together. Skills are taught essentially as a separate curriculum with only tangential relationships to the knowledge curriculum, so that skills tend to be practiced in isolation rather than to be used naturally in the context of applying the knowledge taught in a chapter or unit. In a particularly ironic example, a lesson describing four different American Indian tribes, which virtually cries out for a charting exercise comparing and contrasting their cultures and customs, lacks this key component that would have promoted understanding. Yet, the skill emphasized in the exercise attached to the unit is charting--applied to content having nothing to do with American Indians or anything else covered in the unit.

Basic concepts and principles often are not treated in sufficient depth to develop understanding, and the cases intended to serve as examples typically are not tied back to the concepts or principles that they are supposed to exemplify, nor are the cases typically compared and contrasted when such comparison and contrast would be helpful in achieving understanding of the big picture. As a result, the content comes through to students as a parade of unrelated facts that they can only try to memorize, rather than as networks of information structured around key concepts that they can learn in more meaningful and organized ways.

Common reactions to the history content included calls for more use of original sources and of biographies or literary treatments of key events, calls for a less exclusively American treatment that would embed American history within a global purview, calls for more exposure to diverse views and to history as interpretation rather than as a chronicaling of presumptive facts, and complaints that controversial or negative aspects of American history had been avoided or sanitized. Common reactions to the geography content included calls for more coverage of a variety of cultures backed with more photos or artifacts, calls for a more global and multicultural, less U.S.-centric and chauvinistic coverage of other nations and cultures, and calls for better comparison and contrast of geographical regions and of the examples representing each of these regions. Common reactions to the social science content focused on the fact that there was not much of it, and thus came calls for more such coverage, especially coverage of anthropology and economics principles and applications.

Discourse. The panelists noted that the suggested questions embedded in the lesson plans tend to be focused mostly at the factual level and to lack sequential flow or provision for critical thinking, decision making, or other higher order applications of the content. They called for questions that would go beyond regurgitation of facts by extending the lesson and relating the content to key ideas or applications to life outside of school (such as by asking students to relate historical events to current events or to argue the merits of different geographical regions as desirable places to live). Such questions would create teacher-student discourse patterns that more closely resembled critical discussion of the content than mere recitation of facts.

Activities and assignments. Panelists noted that most of the worksheets provided reinforcement but not extension or application of the content. They called for less emphasis on fill-in-the-blank activities and more emphasis on writing, small-group cooperative work, field trips or visits by resource people, simulation activities, citizen action projects, and various "culminating" projects that would encourage students to synthesize the content taught in a unit. In particular, there would be more activities that required students to think critically about and apply what they had been learning (P3's activities calling for students to construct understandings via case comparisons, P2's use of prediction questions to get students to formulate and test hypotheses, P1's ideas about getting students to engage in and then analyze the processes involved in democratic decision making, etc.). To the extent necessary, the skills needed to complete some of these activities (locating and organizing information, planning and outlining reports, etc.) would be formally taught (not as a separate skills curriculum, but within naturally occurring opportunities to use the skills to apply knowledge content being taught at the time).

Guidance to the teacher. Panelists called for more assistance to the teacher in the manual: general (at the beginning) and specific (by lesson) rationale statements and notes on key ideas, additional information that could be used in elaborating the content, suggested questions that would stimulate useful discourse, ideas about adapting to individual differences, and additional bibliography.

Contrasts Between the Professors and Teachers

We have noted that both the professors and teachers agreed with our five suggested features of ideal curricula and also agreed on a range of opinions concerning the strengths and weaknesses of the SBG curriculum. Within this context of agreement, however, several consistent differences between the professors and the teachers were noticeable in their SBG critiques. Usually these were relatively minor differences in emphasis or priorities rather than polarized points of view, and sometimes one of the professors would respond in ways that were more characteristic of the teachers or one of the teachers would respond in ways that were more characteristic of the professors. Although the differences between the two groups are interesting and reflective of their contrasting preoccupations and experiences, they should be understood as variations on the same general themes, not as contrasting themes reflecting entirely different purviews.

Goals and objectives. In thinking about ideal curricula and criticizing the SBG series, the professors tended to treat goals (intended student outcomes expressed as competencies or dispositions) as primary and to treat selection and presentation of content as means of achieving the goals. In contrast, the teachers did not talk as clearly about beginning with goals and then selecting content as a means to achieve the goals. Instead, they typically began with content and talked about means of effectively teaching that content to the students.

The teachers tended to place relatively more stress on citizen/social/global/cultural literacy education, whereas the professors tended to place relatively more stress on discipline-based key ideas and principles. Similarly, the teachers tended to stress appreciation and "development of background knowledge" goals, whereas the professors tended to stress "application of concepts or principles to new cases" goals. The teachers tended to be more accepting of primarily factual content, whereas the professors (and to some extent, T1 as well) tended to call for emphasis on analytic principles and generalizations, with facts included only insofar as they served to exemplify or elaborate these principles or generalizations.

The teachers tended to stress affect and engagement in activities as keys to learning with understanding, whereas the professors tended to stress cognition (information processing) and applications focused around powerful ideas. Many of the professors' suggestions about activities were limited to teacher-student discourse (talk), without necessarily including doing (hands-on activities, writing, etc.).

Especially in the early grades, the teachers placed relatively more emphasis than the professors did on developing self-understanding within a context of studying universal human experiences (families, communities, food, clothing, shelter). In other words, the teachers tended to include emphasis on the psychological and self-development aspects of social studies (although T3 noted that this can be overdone), whereas the professors tended to concentrate attention on more general social and civic education aspects. Both groups appeared to stress citizen education as their primary consideration. Thus, both groups appeared to use ideas about the kinds of citizens that our society needs as their primary source for drawing curriculum. As their secondary source, however, the teachers (and to some extent P1) appeared to look to students' current knowledge and interests, whereas the professors appeared to look more to the disciplines (for P2, the disciplines appeared to be the primary source for curriculum development).

In general, the teachers were relatively more accepting and the professors were relatively more critical, both of our list of features of ideal curricula and of the SBG series. The professors added to or qualified our features of ideal criteria more than the teachers did, and they had more to say about weaknesses and needed improvements in the SBG series.

Content selection and organization. Professors continually stressed the need to identify a limited number of key ideas (selected with an eye toward the larger goals to be accomplished), to develop these key ideas in depth, and to structure the curriculum around them. In their designs for ideal curricula and their criticisms of the SBG series, the professors' assessments of the value of particular curriculum content or associated activities seemed to be determined primarily if not solely by the degree to which the content or activities supported the development of understanding of key ideas. They stressed the need to limit breadth as much as the need to cover key ideas in depth, so that they were concerned about clutter in the text and about questions or activities that might distract students from rather than support their learning of main ideas. When asked about how they might improve the SBG series, the professors tended to talk about starting over from scratch to develop a series that was structured around a limited number of key ideas rather than to talk about how they might adapt SBG. They tended to dismiss SBG as perhaps useful as a review for adults who already had a great deal of background knowledge about the topics covered, but as ineffective as a vehicle for helping children to develop initial understandings about these topics when they did not have a great deal of background knowledge to bring to bear.

The teachers tended to agree with the professors that an emphasis on breadth over depth of coverage was a problem with the SBG series. However, they did not go into as much specificity and detail in explaining this problem and they did not assign as much primacy to it as the professors did. For the professors this was by far the most important problem with the series, whereas for the teachers it was just one among several important problems. One reason that the teachers appeared to be relatively less bothered than the professors were by SBG's emphasis on breadth over depth was that the teachers tended to speak of curriculum series as mere outlines or resources rather than as complete treatments, and to assume that teachers would both select from what is included in a curriculum and elaborate on it by providing additional input to students. Another possible reason for this relative difference in focus on the breadth/depth problem was that the professors tended to assess curriculum units in relative isolation from one another and thus to adopt a "teach it all now" view, whereas the teachers tended to think more in terms of students progressing through the curriculum series as a whole and taking up various aspects of topics at various grade levels. Thus, the teachers tended to be more positive about the spiraling notion and more content to accomplish a limited amount in a given unit (which they viewed as just one in a series of steps building toward ultimate outcomes).

Both groups addressed student readiness and background-knowledge issues as they talked about how to begin units. However, the teachers tended to talk more about preassessment, whereas the professors tended to talk more about the need to teach relevant background knowledge that was assumed in but not possessed by the students. All three of the teachers, but only one of the professors, stated that the SBG series tends to underestimate students' levels of background knowledge and skill. (T3 characterized the primary grades texts as being almost "baby books.")

In addition to their other complaints about content coverage, the professors tended to note and complain about failures to represent the disciplines accurately (treating history as fact rather than interpretation, propounding geographic determinism instead of two-way human-environment interaction, etc.). The teachers tended not to voice such discipline-based complaints.

Questions and activities. The teachers tended to describe good or needed questions and activities in terms of the their cognitive levels (fewer knowledge-level activities and more that called for analysis, synthesis, or evaluation) or the processes that they called for (fewer matching and fill-in-the-blank activities, more activities calling for debate, research, writing of essays, etc.). They sometimes implied that certain kinds of activities were valuable in their own right, more or less independently of unit goals or content. In contrast, the professors' assessments of questions and activities focused heavily on the degree to which these questions or activities supported development of understanding or ability to apply key ideas. This was one reason that the teachers liked many more of the SBG activities than the professors did. For example, the teachers tended to respond positively to most extended writing activities, whereas the professors tended to respond positively only to those extended writing activities that developed or called for application of key ideas. In suggesting activities, the teachers were much more likely than the professors to talk about tying the content to local examples, bringing in local resource people, or visiting local sites on field trips.

In criticizing the SBG series, the professors mostly concentrated on the content but the teachers mostly concentrated on the questions and activities.

They called for better questions in three areas: more and better directed study questions that would serve as advance organizers for student reading and study of the text; better lesson development questions that would create teacher-student discourse focused on critical thinking about and extension of the lesson rather than just recitation of facts; and better test questions that would focus less on factual recognition or retrieval and more on understanding and application of key ideas. The teachers were also more likely than the professors to call for more experiential and hands-on learning experiences.

Guidance to the teacher. Although both groups commented on this issue, the teachers called more often and in more detail for improvements in the teacher's manual (additional bibliography for teacher and students, additional content or suggestions for extending the lesson, ideas for individualizing, etc.).

Discussion

We will discuss the findings with reference to their implications concerning (a) ideal elementary social studies programs and (b) the differences in purview between university-based scholars and elementary school teachers who share interests in social education. We will address the latter issue first, because the degree to which the findings suggest implications concerning ideal elementary social studies programs depends on the degree to which the professors and teachers were in agreement despite differences in educational backgrounds and professional roles.

Summaries of formal and informal comparisons of social education professors' and teachers' views tend to focus on differences rather than similarities (Mehlinger & Davis, 1981; Shaver, 1987; Stanley, 1985). The findings may be summarized as follows. Elementary teachers usually are oriented more toward students than subject matter, and they typically favor a citizenship training emphasis, teaching of a broad range of facts, and inculcation of traditional and locally favored values. In contrast, professors tend to place more emphasis on concepts and generalizations drawn from the disciplines, addressing less content in greater depth and with more emphasis on application, and a critical stance toward values and traditions. Professors tend to criticize teachers for relying too much on textbooks, teaching isolated facts and skills without enough emphasis on coherent conceptual structures and application opportunities, being overly accepting of textbook content as valid, teaching in ways that inculcate uncritically positive attitudes toward national policies and the status quo, and being overly pessimistic about what their students are capable of learning. Teachers tend to criticize professors for being too academic and middle class in their orientation, overemphasizing generalizations from the social sciences that can be substantiated or proven while underemphasizing humanistic or value elements and content that is important in the students' lives or currently in the news. Teachers also see professors as underemphasizing the need for direct teaching and a strong base of concepts and factual information before undertaking problem solving, and overemphasizing experimentation, inquiry/discovery exercises, and other activities that are either impractical for classroom use or not worth the time and trouble that they require (Brophy, 1990).

Comparisons of the views of the professors with those of the teachers interviewed in this study did not yield such stark contrasts. On the contrary, there were many areas of agreement between the two groups and their disagreements typically amounted to minor differences in emphasis rather than flat substantive contradictions. The general similarity in purview between the professors and the teachers interviewed in this study is not surprising, given our selection criteria. We sought professors who not only were known for their scholarship but also were interested in and familiar with elementary-level social studies teaching. We sought teachers who were viewed by scholars as unusually skilled at teaching social studies for understanding and application of its content. If we had interviewed social education scholars less familiar with elementary school children and classrooms, as well as elementary teachers less knowledgeable about the purposes and nature of social education, our professor versus teacher comparisons might have yielded many more differences than similarities. As it is, the reverse was true.

Some of the differences reported in the literature were associated with negative teacher response to the "new" social studies (i.e., applied social science) curricula introduced in the 1960s and 1970s. These differences have faded with time. The professors were less concerned about teaching experimentation and other social science inquiry or data collection methods than they were concerned about teaching important ideas for understanding and application. The teachers were at least as much concerned about expanding their students' purviews by exposing them to multicultural content and global education values as they were about inculcating traditional and locally favored values. Still, many of the differences between the professors and the teachers interviewed in this study, although less extreme than typically reported, could be characterized using some of the same dimensions. The teachers did appear to be relatively more student oriented and the professors to be relatively more subject-matter oriented, for example, and the teachers were relatively more accepting, whereas the professors were relatively more critical of typical curriculum content (as represented by the SBG curriculum).

The typically reported differences between professors and teachers portray teachers as happy with parade-of-facts curricula and oriented toward reading/

recitation/seatwork teaching approaches that are long on memorizing and short on applications. This may well be true of many or even most elementary teachers, given the current popularity of SBG and similar series that currently define our "de facto national curriculum" in elementary social studies. However, the three teachers interviewed for this study did not fit this characterization. It was true that they (with the partial exception of T1) did not place as much emphasis as the professors did on structuring all or almost all of the curriculum around a limited number of key concepts and generalizations, and more generally, that they placed less emphasis on the selection and organization of content. However, it was also true that these teachers sought to make sure that students not only understood what they were learning but could apply it to their lives outside of school. Toward this end, these teachers called for a range of activities that would extend considerably beyond the narrow reading/recitation/seatwork format.

In fact, as part of their greater focus on the child rather than the subject matter, the teachers tended to place strong emphasis on activities--for affective as well as cognitive reasons. For the most part, the professors tended to value particular activities only insofar as they saw them as vehicles for promoting understanding or application of key ideas. In contrast, activities played a more complex role in the thinking of the teachers, who articulated at least five hypothesized purposes or functions of activities. First, good activities motivate students by arousing their interest and getting them actively involved in the learning process. Second, activities personalize learning by providing concrete experiences that students can relate to and understand. Activities are comparable to stories in this regard, because they provide vivid, memorable contexts for learning and thus enhance the students' ability to retain networks of conceptual and factual information that elaborate or serve as examples of key ideas. Third, activities are vehicles for addressing students' individual needs and learning styles. By including different kinds of activities, teachers can accommodate children who learn especially well by listening, by reading, by writing, and so on.

A fourth rationale for an emphasis on activities is a variation of the third one that focuses on individual differences: This is the developmental notion that younger, elementary-aged students, if they are to learn meaningfully, need the kinds of concrete experiences that good activities provide. The fifth justification is that an activities approach provides teachers with a richer set of data for assessing student learning. Two of the teachers commented that a range of activities that call for students to discuss, write about, or apply what they are learning in other ways provides better information about their levels of understanding and better bases for grading than the kinds of tests that came with the SBG curriculum.

With their focus on students and activities, the teachers were less discipline-based than the professors in their comments about selection and organization of content. In fact, there appeared to be an ad hoc quality to the lists of concepts and understandings provided by the teachers. In the language of the taxonomy suggested by Donald (1983), the teachers seemed to base their selection and ordering of key ideas primarily on "similarity" relationships, whereas the professors tended to rely more on "dependency" or "causal" relationships. For example, T3's list of key ideas for teaching about the U.S. government included the following elements:

1. The term government relates to the classroom and school as a whole.
2. The term government includes local, state, and federal structures.
3. Laws are necessary for governments to function in an orderly manner.
4. Laws are developed by groups of people chosen by the people of our country to be their leaders--a democratic government.
5. The leaders chosen must leave their home states and live in Washington, D.C. while serving their country.

These ideas are all relevant aspects of learning about the U.S. government, but the conceptual dependencies among them are less apparent than those in P3's list:

1. In a democracy, lawmaking is the shared task of all.
2. The authority of laws rests on the genuine consent of the governed (popular sovereignty).
3. At the same time, the majority must not violate the civil liberties of individuals or minority factions.
4. Individuals in democracies must constantly negotiate the struggle between, on the one hand, individual happiness and freedom, and on the other, knowing and doing the common good.

It was clear that the teachers were well attuned to the interests and thought processes of elementary-aged students. This may have caused them to place more emphasis on student interest and involvement in selecting content and activities than the professors would prefer. The professors tend to feel a greater obligation to the disciplines and to be more familiar with current disciplinary knowledge structures and emphases. Consequently, they would not accept the tacit assumption that anything taught in a way that students find interesting and engaging has value. They might see student interest and involvement as a necessary condition for learning, but they would want to add the proviso that instruction should concentrate on powerful ideas. The potential dangers here, of course, are that the professors might undertake to teach too much at one time, might represent powerful ideas in overly abstract or otherwise ineffective ways, might fail to follow through with sufficiently concrete and engaging activities to enable students to learn and apply the ideas meaningfully, and so on. Thus, the key to effective design of elementary social studies programs appears to be management of the dilemma that Dewey (1966) recognized when he said that many educators view subject matter as something fixed and ready-made in itself, outside the child's experience, which they also tend to think of as "something hard and fast." In opposition to this perspective, he favored a position that views the child and the curriculum as "simply two limits which define a single process." According to this view, instruction "is continuous reconstruction, moving from the child's present experience out into that represented by the organized bodies of truth that we call studies" (p. 11). This "interactive" approach would avoid either placing too much emphasis on the student without giving proper consideration to the centrality or power of the ideas to be taught (an imbalance typical of many teachers) or placing too much emphasis on curriculum content and organization without giving proper consideration to the needs and interests of the students (an imbalance typical of many professors).

Implications for Program Development

The panelists' responses to our questions yielded both unique individual elements and the professor versus teacher group differences just discussed. However, they also yielded agreement on a range of issues, and these points of agreement can be taken as guidelines for the development of elementary social studies programs that emphasize teaching for understanding and application of the content. Such guidelines can be induced not only from the panelists' direct statements about features of ideal curricula and provision of samples of such curricula, but also from their critiques of the SBG curriculum. This is because most of the published curricula that enjoy wide use in today's schools are similar to the SBG curriculum in most respects, so that the panelists' criticisms of the relatively generic aspects of the SBG curriculum are in effect also criticisms of the de facto national curriculum currently being implemented in most U.S. elementary schools.

Of late, this de facto national curriculum has been subjected to increasing criticism, especially concerning the content taught in the primary grades.

Ravitch (1987), for example, dismissed much of this content as "tot sociology," viewing it as mostly a collection of boring information that students have no interest in and do not need to learn anyway (because they develop most of this knowledge through normal experiences outside of school). She and others (Bennett, 1986; Egan, 1982; Finn & Ravitch, 1988) have called for replacement of the expanding communities approach to structuring the curriculum with an approach that is built around history (and to a lesser extent, geography and civics). The panelists interviewed for this study tended to agree that the content taught in the primary grades was thin, redundant, and selected and taught in ways that limited its interest value and potential for application. Several also suggested that the topics currently covered in the first three grades (families, neighborhoods, communities, food, clothing, shelter, communication, transportation, and so on) could be covered in two years, leaving third grade for something else. However, the panelists did not agree with the critics who call for replacing these topics with a curriculum built around history. They favored continued emphasis on a more general introduction to social education featuring interdisciplinary treatment of topics that would draw on social science content, but they called for less emphasis on memorizing miscellaneous facts and more emphasis on providing systematic explanations of processes. Thus, there would be descriptions of what different levels of government and the people who work for them do, comparison and contrast of family life and child and adult roles in different cultures, tracing of steps "from land to hand" in the development of consumer products from natural resources, and in general, "unveiling of mysteries" about how the social world functions and how and why it came to be the way it is.

The panelists did value history. Among other things, they called for more treatment of ancient history and for removing treatment of contemporary

American geography from the fifth-grade curriculum so that the entire school year could be devoted to the study of American history. However, they did not want to eliminate content in the primary grades drawn from sociology, anthropology, economics, and psychology in order to replace it with more content drawn from history (and to a lesser extent, geography and civics). Instead, they wanted to see these social science components strengthened by having more and better social science content taught more effectively in the early grades. In particular, they wanted more multicultural content, in which universal human experiences would be studied comparatively using concepts and principles drawn from anthropology, sociology, and economics. Thus, an ideal curriculum developed on the basis of consensus among the panelists would be similar to SBG and the current de facto national curriculum in its general selection and organization of topics (topical coverage of universal human experiences and related fundamentals of social education structured around multidisciplinary social studies concepts in the early grades, followed by courses focusing on history or geography in the middle grades).

However, this ideal curriculum would focus on teaching content for understanding and application, so it would contrast considerably with current parade-of-facts treatments. The panelists agreed with other recent critics in finding that current social studies curricula (represented here by SBG) lack both coherence in the sense of being structured around a limited number of key ideas treated in sufficient depth to develop understanding (Beck & McKeown, 1988) and reader friendliness in the sense of emphasizing key ideas and structuring elements that would help readers to organize and retain the material meaningfully (Armbruster & Anderson, 1984). In critiquing the SBG curriculum, the panelists also noted an additional, more fundamental problem: Even where key ideas were identified and highlighted in the introductions to lessons, the lessons themselves, and the review and evaluation material at the ends of lessons, the material was often of limited curricular value because the designated key ideas were trite, factual rather than conceptual, or peripheral rather than central to the topics being addressed. Thus, in an ideal curriculum, topic coverage would not only show depth/breadth balance, coherence, reader friendliness, and related features suggested by research on reading comprehension and learning from text, but would be organized around powerful ideas selected because of their centrality to a well articulated set of social education goals that formed the rationale for content selection, organization, and exposition.

The panelists' ideal curriculum would remain focused on the United States and would include the teaching of basic democratic values, but it would do a better job of embedding the content within a global education perspective and promoting multicultural awareness and respect. It would also give more attention to controversial issues (including current events) and provide balanced (rather than sanitized) treatments of major figures and events in American history. There would be many pictures and illustrations such as those in the SBG curriculum, but they would be used to better effect through insertion of better caption questions for students and better lesson development questions for teachers. These would be supplemented with additional pictures and illustrations as well as artifacts, original sources, reality-based fictional accounts of life in earlier times or in other societies, field trips, and related attempts to make the material more concrete and personalized for the students. Map and globe skills and data display and interpretation skills components would be similar in many respects to those in the SBG curriculum, although there would be less isolated skills practice and more use of the skills in the process of applying the content taught in particular units. There also would be more direct teaching (not just insertion of activities calling for the use) of the skills involved in collecting and organizing information, outlining and writing reports, or carrying out other tasks involved in application activities.

The questions and activities suggested to the teachers would focus on the key ideas developed in each unit and would be designed to encourage students to process information actively, think critically about it, and relate it to their current knowledge and their lives outside of school within problem-solving, decision-making, or other application contexts. Classroom discourse would more closely resemble the sustained, thoughtful dialogues described by Newmann (1988) than the recitations over miscellaneous facts suggested by the SBG curriculum, and activities would feature less matching and fill-in-the-blank retrieval of facts and definitions but more small-group and individual work calling for students to analyze, synthesize, or evaluate input and then to communicate their ideas through oral presentations, discussion or debate, or extended writing activities. Similarly, the assessment and evaluation components would also focus more on activities that required the students to show understanding of key ideas and ability to think critically about them and apply them to problem-solving or decision-making contexts.

The manual accompanying the curriculum would include not only suggested questions for good lesson development and suggested activities for follow up, but also a variety of other forms of assistance to teachers. The introduction would include clear and detailed explanations of goals, scope and sequence, and associated rationales to help teachers understand what the curriculum was designed to accomplish and what strategies were adopted for doing so. Unit and lesson introductions would support this by alerting teachers to key goals to be accomplished and key ideas to emphasize in each curriculum segment. There would be suggestions about how lessons and activities could be extended or adapted to better meet individual differences, as well as suggested bibliographies for both teachers and students. In general, the manual would be just as coherent and reader friendly in helping the teacher to develop meaningful understanding of and ability to apply the key ideas that guided curriculum development as the student text would be in helping the students to understand and apply the key ideas developed there.

In conclusion, it appears that the effectiveness of a social studies curriculum for developing students' understanding of and ability to apply its content depends less on what general topics are covered than on what content is selected, how that content is organized and presented to the students and developed through discourse and activities, and how learning is assessed through assignments and tests. If we are to progress from our current de facto national curricula toward more ideal curricula, we will need to focus on the qualitative aspects represented by the areas of agreement among our panelists, and not just on issues such as how much history content is included or whether or not the expanding communities framework is used as the organizing structure.

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APPENDIX A

Instructions for Part I

Social Studies

CURRICULUM IMPROVEMENT STUDY

Mission of the Elementary Subjects Center

The Elementary Subjects Center is one of the mission-oriented research and development centers established by the federal Office of Educational Research and Improvement. Our mission is to develop knowledge about effective teaching in five content areas (social studies, science, mathematics, literature, and the arts) at the elementary grade level, especially as it relates to the conceptual understanding and higher order thinking aspects of learning in those content areas. We seek to identify effective strategies for content area teaching that will empower students with knowledge, skills, and dispositions that they can access and use when relevant--both now and in the future, both in and out of school.

The decision to focus on this mission was prompted by several commonly made criticisms of current practice. One is that although our elementary schools seem to be doing a good job of teaching basic knowledge and skills, as indexed by scores on short answer or multiple choice tests, more emphasis may be placed on rote memorization than on meaningful understanding. A second criticism is that insufficient attention is being given to critical thinking, problem solving, and other higher order thinking aspects of content learning. Related to this is the concern that curriculum writers' continuing attempts to accommodate pressures for introduction of new content have enhanced breadth at the expense of depth. The result is that many topics are merely mentioned rather than taught in sufficient depth to develop conceptual understanding. This creates fragmentation. Instead of integrated networks of content structured around key concepts and generalizations, curricula have become clusters of disconnected content that are not organized coherently. Too many students learn only a smattering of relatively unconnected facts and ideas, most of which are soon forgotten. As a result, they end up able to access their learning in usable form only when presented with well-defined problem situations that cue them to do so (e.g., school assignments and tests).

These concerns reflect our views about learning: We believe that knowledge that is not well connected to other knowledge and past experience is transient and thus of limited value. It is generally not available for use in potentially relevant situations outside of the specific contexts in which it is acquired. Knowledge that is richly connected to other knowledge, on the other hand, is much more accessible. Because it is part of a network or structure, this type of knowledge also provides more entry points for subsequent learning, thus influencing the acquisition of new knowledge. The ability to develop relations between new and prior knowledge is facilitated when knowledge already rich in relations is part of the learner's cognitive structure. The importance of connected knowledge has been emphasized by a number of researchers; in fact, some equate connectedness with conceptual understanding.

Purpose of This Study

Our Center's research and development agenda calls for identifying ways to improve on current practice, particularly with respect to the criticisms and concerns described above. In a series of related studies, we plan to develop information about expert opinions on ideal practice, describe the variation in current practice (with emphasis on description of what occurs in classrooms where students are being empowered with accessible and usable learning), formulate and test the feasibility of guidelines for improvement, and test the effectiveness of those guidelines.

During the first phase of this research agenda, we will acquire and synthesize expert opinion about ideal practice in each of the content areas. The Curriculum Improvement Study is part of this effort. In this study we will be gathering information from two types of experts: (a) university professors recognized for their leadership in elementary level social studies education (and in particular, in methods of designing such education so as to empower students with accessible and usable learning) and (b) elementary grade teachers recognized for the excellence of their social studies teaching (and in particular, their efforts to ensure that their students are empowered with accessible and usable learning).

Your participation in this study will occur in two parts, each with several subparts. In the first part of the study, which is discussed in this paper, you will outline your ideas about the key features of ideal elementary level social studies curricula and illustrate these with examples. By analyzing your responses and those of the other experts included in the study, we expect to identify areas of consensus that represent the best current thinking about the ideal features of elementary social studies teaching.

Thoughts About Ideal Curriculum

We are interested in having you identify what you consider to be the key features of an ideal elementary grades social studies curriculum. Before getting to specifics, we need to clarify two aspects of our use of the term curriculum, and our intentions in designing this study. It is essential that you understand these two points.

First, although we call this the Curriculum Improvement Study and frequently use the term "curriculum" for convenience in these instructions, we give the term broad meaning. When we ask you to identify ideal features of a curriculum or to critique a curriculum, we mean to include not only the content (knowledge, skills or strategies, values, and dispositions) addressed in the curriculum's scope and sequence, but also everything else in the social studies program that impacts on students. Specifically, we mean to include the program's overall goals, the content selected for inclusion, the texts and other curriculum materials, the instructional methods, and the methods of evaluating student learning. In conveying your ideas about the features of ideal curricula, we want you to consider all of these features and the ways that they interrelate to produce effects on the students. You may find it helpful to mentally substitute a term such as "program," "overall approach," or "curriculum-instruction-evaluation combination" for our term "curriculum" as you read through the directions and think about your responses.

Our second clarification concerns the content aspects of ideal curricula. Please bear in mind the breadth versus depth issue and our stress on the importance of (a) empowering students with accessible networks of coherently organized and usable learning and (b) allowing for sufficient development of critical thinking, problem solving, and other higher order applications of this learning. If these goals are to be accomplished, choices must be made; that is, breadth of coverage must be limited to allow for sufficient depth. One cannot address all worthy goals or include all potentially relevant content, instructional methods, activities, assignments, or evaluation methods.

Ideal Curricula

Features of Ideal Curricula

In conveying your ideas about key features of ideal curricula, please begin by reacting to those that we have already described. We have suggested that ideal curricula will be designed to empower students with meaningfully-understood, integrated, and applicable learning that can be accessed and used when relevant in a broad range of situations in and out of school. This implies the following:

(a) balancing breadth with depth by addressing limited content but developing it sufficiently to ensure conceptual understanding;

(b) organizing the content around a limited number of powerful ideas (basic understandings and principles rooted in the disciplines);

(c) emphasizing the relationships between powerful ideas, both by contrasting along common dimensions and integrating across dimensions, so as to produce knowledge structures that are differentiated yet cohesive;

(d) providing students not only with instruction but also with opportunities to actively process information and construct meaning;

(e) fostering problem solving and other higher order thinking skills in the context of knowledge application; thus, the focus is less on thinking processes per se, and more on how to make use of previously acquired knowledge in new contexts.

Questions for you to Address Relating to Ideal Curriculum

Given the above discussion, we would like you to begin by considering two questions:

1. You may or may not agree with our suggestions about key features of ideal curricula. If you agree with everything we have said, just say so and proceed to Question 2. However, if there is anything about these ideas that you would not fully endorse, please tell us. Do you simply disagree with any of them? Do you partly agree but think that they need to be qualified or rephrased? Are there any that you see as desirable but not important enough to be considered key features? Please address these or any other points of disagreement that you may have with our suggestions about the key features of ideal curricula.

2. Beyond what has already been said in your response to the previous question, and keeping in mind our broad definition of "curricula," what other features would you identify as key features of ideal curricula? List as many such features as you believe are important enough to be considered key features, and elaborate as much as you can.

Curriculum Design Exercises

Now that you have given your ideas about the key features of ideal curricula at the K-6 level, we would like you to apply them in responding to three curriculum design exercises. For these exercises, we will present you with three important goals that are representative of what an elementary social studies curriculum might address, and for each goal we will ask you to respond to four questions.

Goals to be Addressed

You may find it helpful to approach these exercises as if you were a consultant assisting the staff of a local school. The school has decided to have you address three general goals that are representative of what they are trying to accomplish in their elementary level social studies program. They are particularly concerned with conceptual understanding and higher order thinking aspects of each goal. The three goals that you have been asked to address are as follows:

(a) citizenship education, defined as developing an understanding of and appreciation for our form of (federal) government;

(b) developing an understanding of human-environment relationships, as shown for example in the relationships between an area's climate or natural resources and the customs or occupations of its people;

(c) developing respect for the values and life styles of others, which includes the goal of becoming more knowledgeable about and appreciative of the history and customs of people in other parts of the world.

Assume that the school serves a student population that is racially and culturally diverse but neither notably high nor notably low in socioeconomic status, that the students are grouped heterogeneously, that class sizes average about 25, and that the teachers work with adequate but not abundant resources. Also assume that the teachers are fairly well grounded in all the subjects they teach, including social studies. With these constraints, you could suggest whatever strategies you wish for accomplishing the three goals, but your recommendations should be realistic (e.g., cognizant of the teacher's needs to handle the full range of subject matter areas and to address other major goals even within the social studies program).

Questions for You to Address for Each Goal

For each of the three goals, please answer each of the following questions:

I. What important understandings or generalizations should be developed in students if the goal is to be accomplished? You may include as many of these as you wish and describe them in as much detail as you wish, although given the focus on the most basic and powerful understandings and generalizations, we expect that you will be able to respond with brief listings of perhaps as many as ten such key understandings or generalizations once you have thought through and organized your ideas. (An example might be helpful: If the overall goal is to develop an understanding of what factors affect how people relate to one another, a key generalization could be that groups are often the victims of discrimination because of age, race/ethnicity, sex, religion, or cultural differences.)

2. What sorts of relationships exist among the key understandings and generalizations you have listed? Do they all fit together into a single network? Are two or more of them linked through cause/effect, rule/example, whole/part, or other logical relationships? Do some of them form natural sequences along some common dimension? Feel free to supplement your comments about such relationships with diagrams or other illustrations if you wish to do so.

3. How would you organize these key understandings and generalizations to present them to students? Explain your rationale for this organizational plan (i.e., would it be determined by the logical relationships outlined in your answer to the previous question, or instead by other criteria such as the degree to which the key ideas refer to things that are already familiar to children at particular ages or the degree to which they can be represented in concrete terms). In general, please describe the approach that you would

take in ordering or organizing these ideas in the curriculum, and explain your rationale.

4. Select one of the key understandings or generalizations you have listed and explain in detail how you would propose to develop it at the second and the fifth grade levels. (You may wish to start with the grade you are more knowledgeable about and use it as a basis for comparison with the other grade. We can help you decide which ideas on your list would be the best ones to use as the basis for this part of the exercise; we are looking for ideas that seem to be at about the right level of generality and to be appropriate for development at both the second grade and the fifth grade level).

   For each of these two grade levels, tell us in detail how you would teach the key understanding or generalization. Because it is likely that it will take more than one lesson to teach the understanding, please sketch out your overall instructional plan first, then select one prototypic lesson for more detailed treatment . For this lesson, please address the following: (a) What kind of information would you provide through teacher presentation, through having the students read, or through some other mechanism? (b) What sorts of teacher-student or student-student discourse would occur, and with what purposes in mind? (c) What activities or assignments would be included, and with what purposes? and (d) How would you evaluate student understanding or application of the key idea?

Summary of What We Would Like To Have You Do

1. State whether or not you agree with our suggestions about the key features of ideal curricula, and elaborate on any disagreements.
2. Identify any additional features of ideal curricula.
3. Respond to the following, for each of the three goals listed on pages 4 and 5.
    a. Identify the central understandings and generalizations that should be developed.
    b. Identify the relationships among these central understandings and generalizations.
    c. Organize these key understandings and generalizations as you would to present them to students.
    d. Explain this organization.
    e. Describe how one of these central understandings or generalizations would be taught at the second and at the fifth grade levels.

APPENDIX B

Instructions for Part II

CURRICULUM IMPROVEMENT STUDY

You will soon receive, under separate cover, teacher editions of the most widely used elementary curriculum series in **social studies**. We are interested in having you critique this material. As you will recall, this study complements efforts at the Center to describe and analyze expert opinion regarding ideal curricula in each of the content areas. There are two aspects to this part of the study. The first involves responding to a set of framing questions, taking detailed notes that you can later refer to during the interview here on campus. The second involves writing a brief summary of your overall impressions of the curriculum series.

The framing questions are listed below. Please consider each of these in turn as you work through the material. Because these questions will be raised during the interview, there is no need to prepare complete responses. However, as we indicated, it would be helpful if you jotted down ideas during your review. In addition to having you address these specific questions, we are also interested in obtaining your overall impression of the curriculum series. Thus, we would like to have you write a brief, three to five-page summary of your views; this should be prepared after you have had a chance to respond to the framing questions . Feel free in this summary to highlight any issue or concern about which you feel strongly. If there are issues that have not been adequately addressed in our set of framing questions, please raise them in the summary.

Part A: A Broad Sweep Through the Series

These questions are divided into three major sections. In the first section--termed the "broad sweep" section--we want you to use your responses to Part 1 as a starting point. In Part 1, you will recall, we presented three general goals that were said to be representative of what teachers at a particular school are trying to accomplish in their elementary social studies curriculum. The three goals were as follows:

1. Citizenship education, defined as developing an understanding of and appreciation for our form of (federal) government.

2. Developing an understanding of human-environment relationships, as shown for example in the relationships between an area's climate or natural resources and the customs or occupations of its people.

3. Developing respect for the values of and life styles of others, which includes the goal of becoming more knowledgeable about and appreciative of the

history and customs of people in other parts of the world.

You provided a thoughtful analysis of these goals, identifying for each a set of key understandings or generalizations that might be developed in students, indicating how these understandings were related, and how they might form the basis for a curriculum in social studies. (You may have decided to reformulate one or more of the goals; if so, use the reformulated goals and related analysis in responding to the questions raised below.)

In this first section, we want you to draw on the Part 1 analysis to critique the textbook series as whole (i.e., books for grades one to six). Please respond to the following questions:

1. Taking each of the three goals in turn (or those that you have substituted for them),what important ideas or understandings appear to be stressed in the curriculum material? It may be that these ideas or understandings emphasized in the curriculum material differ in some important ways from those that you highlighted in your Part 1 analysis. In what ways are the two sets of ideas similar; in what ways are they different?

2. For each of the three goals, we would like you to select examples that meet the following criteria: (a) an understanding or idea you thought was important that was well treated in the text; (b) an understanding or idea you thought was important that was poorly treated in the text; (c) an understanding or idea emphasized in the curriculum material (but not necessarily by you) that was well treated; and (d) an understanding emphasized in the curriculum material that was poorly treated. What do you like about the examples where understandings are well treated? What is problematic about the examples where understandings are poorly treated?

3. Focusing on the ideas or understandings that appear to be stressed in the material for each of the important but representative goals listed above, please respond to the following questions: (a) Are the connections between ideas made clear so that the material is learned as an organized body of knowledge as opposed to an isolated set of facts and concepts? (b) Are the ideas or understandings represented in multiple ways (e.g., models, metaphors, graphs, charts, pictures)? If so, how do these representations contribute to student understanding?

Part B: Focusing in on Particular Units and Chapters

In this section, we would like you to focus on two units--one at the second-grade level and one at the fifth-grade level. The second-grade book is entitled Communities and Their Needs. Please attend to Unit 5, "Learning About Rules and Laws." The fifth-grade book is titled The United States Yesterday and Today. We want you to focus on Unit 3. "Building a New Nation." This unit includes four chapters: "The English Colonies," "The Road to Independence," "A "New Republic," and "Nationalism." Please address the following questions for each of these two units:

1. What important understandings or ideas are students supposed to derive from having worked through each unit? To what extent are these understandings represented in the stated goals or objectives for the unit?

2. Please critique the material in terms of how adequately it develops the understandings identified above: What is it specifically about the material that helps student understanding of these ideas? What hinders student understanding? What would you do to improve the material in this regard?

3. In what ways are suggested questions, activities, and assignments (including worksheets) likely to contribute to student understanding of important content? What are examples of good activities or exercises? Ones that are good in conception but poorly designed? Ones that are poor in conception and not worth doing? What activities or assignments might you add to bolster student understanding of important content?

4. Does the material provide sufficient opportunity for students to apply the knowledge they are acquiring? To what extent do the questions, activities, and assignments provide occasions for students to talk or write about what they're learning (i.e., beyond short answer responses)? How would you characterize the nature and quality of these occasions?

5. Please carefully note any material or guidelines relevant to student assessment: (a) Are there any pre-assessment activities that help teachers understand students' prior knowledge and understanding before getting into units or chapters? (b) Is there a good match, in your opinion, between what is assessed and the content, activities, and assignments presented in the text? (c) Do the assessments tap the kinds of thinking that you consider important in the classroom? If not, why not? (d) Does the assessment information have clear implications for further instruction--that is, is it useful in helping teachers analyze students' errors and diagnose gaps in students' knowledge, skill, or understanding? If not, how would you change the assessment procedures so that they do provide this kind of information?

Part C: General Issues

In this final section, we want you to once again evaluate the curriculum series as a whole, considering some important issues not fully addressed in the two previous sections.

1. In the last section, the focus was on student understanding of content. Now we would like you to think more generally about student understanding of social studies as a discipline. What view of the nature of social studies do you think students would derive from having worked through this textbook series?

2. What kinds of knowlege is required of the teacher to use the materials appropriately? What support in these areas do the materials provide for teachers?

3. In general, is the series appropriate for all types of students? Would any particular changes be needed if it were to be used primarily with low socioeconomic status or minority students? If so, what might those changes be? Would it challenge more advantaged students? Does the series offer suggestions for managing and organizing instruction for a diverse group of students?

4. Is important content missing? If so, provide one or two examples. Is some of the content misleading or incomplete and thus in need of reworking? If so, cite one or two examples.

5. One common criticism of textbooks is that they try to cover too much material.

   If you were asked to reduce the total amount of content by one-third, what would you delete? Why? In what ways might you reorganize the remaining content?

6. Comment on the ratio of factual detail to main ideas or understandings. In general, is it about right or does the series err on the side of too little or too much supporting (i.e., factual) detail? What about clutter (e.g., unrelated facts, side issues, intrusions, "mentions")? Is it a problem?

APPENDIX C

Experts' Individual Statements

Appendix P1

P1's Written Statement About Ideal Curricula

I basically agree with your goals and implied criteria for an ideal elementary social studies curriculum, but I would like to make some alterations and additions to your basic proposal.

On page 3, I would propose altering your overall goal to read:

> the "ideal curricula will be designed to empower students with meaningfully understood, integrated, and applicable learning (knowledge, skills, values, and motivations) that can be and will be accessed and used when relevant in a broad range of situations in and out of school."

This implies the following (in addition to the already-proposed listing A through E):

f. Developing active involvement (for teachers and students) in the social world; promoting high interest in social events and issues; provoking curiosity about the social world; stimulating motivation and social action;

g. Developing a social conscience or a sense of right and wrong as well as the energy and commitment to participate in the social milieu to right the wrong and to actively participate as a "citizen" at local, state, national, and international levels;

h. Providing developmentally relevant and cumulative social experiences which build on prior knowledge and on naturally developing cognitive and affective competencies and which are interesting to children and relevant to the social realities of their lives (not necessarily to the lives of adults);

i. Developing social interaction opportunities and skills among a wide range of persons and settings (cross-cultural, cross-age, cross-class, cross-ability, etc.);

j. Developing skills, knowledge, and energy to continue learning about and to actively participate in the social world long after participating in a formal social studies program.

Thus, the key features of an ideal social studies program would include:

--a strong and conceptually based, constructive program of knowledge of the social world and its institutions and its problems (implications a, b, c);

--a strong processing, thinking skills/problem solving/decision making component (implications d, e);

--an integrated program of social involvement, motivation, and social action (implication f);

--an affective/social conscience/citizenship component (implication g);

--opportunities throughout to broaden one's horizons and skills through multicultural, diverse interactions (implication i);

--opportunities to engage in developmentally relevant experiences (implication h); and

--opportunities to develop life-long skills and energies for social participation (implication j).

For students to feel truly empowered as social participants, they will have to possess more than knowledge. The development of knowledge--especially well-conceptualized, meaningful, and easily retrievable knowledge--is a necessary but not sufficient component of an ideal social studies curriculum. Affective and effective components are also essential and should be viewed as elements which are important for teachers and for the school climate as well as for students. For elementary students, the knowledge of the social world should begin with what is obvious, then examine what is "behind the scenes" or hidden from view. In such a manner, youngsters can come to know the "whys" and "wherefores" of events and problems and can begin to see cause/effect and relational factors that explain phenomena.

Curriculum Design Exercises

Problem 1: Citizenship Education

Citizenship education--defined as developing an understanding of and appreciation for our form of (federal) government.

First of all, as a consultant to a school system that defined citizenship according to the above definition, I would begin by seeking a broader conceptualization. Citizenship education not only includes knowing (the facts) about our form of government, but also suggests the development of a broader understanding of democracy and of ways that a citizen actively participates and makes decisions in a democracy. Some social studies educators view citizenship education as the broad, overriding goal for all of social studies education, but for our purposes in this discussion we can confine its definition to the more political aspects of social studies education. As such, I see four major interrelated clusters of conceptual ideas or topics forming the core of the "citizenship" emphasis in the elementary grades. These are:

1. Making Responsible Decisions

    --Different kinds of decision making (consensus, authoritarian, etc.);

    --Kinds of decisions made in various kinds of groups (classroom, family, local, state, national, international)

    --Processes for making decisions in various kinds of groups (classroom, family, local, state, national, international), including who makes decisions at these various levels and where and when and how these decisions are made.

2. Rights and Responsibilities in Decision Making

   --Various rights and responsibilities of various people involved in decision making in the various types of groups (family, classroom, local, state, national, international);

   --Outcomes or effects/consequences of not assuming one's rights and responsibilities at the various levels.

3. Roles, Rules, Power, Authority, Laws/Legal System

   --Various roles and rules which are explicit/implicit in various types of groups;

   --Various courses of power and authority, and ways in which these are exerted, changed, and mediated (in various contexts);

   --Various written laws which have regulated human behavior over time. How and why do these change, and who is primarily responsible for the development of laws in our society?

4. Cooperation and Action in a Democracy

   --Various ways in which people cooperate to achieve goals in the various kinds of groups;

   --What really is meant by democracy and how does ours "work"?

   --What are other examples of democracies around the world and how are these similar to/different from ours?

   --What other types of political systems are there in the world (historically? today?) and how do these systems compare with our system?

The concepts, topics, and questions suggested in these four clusters would form the core, then, of the "citizenship" component. My preference would be to not develop "generalizations" to guide the curriculum process, but rather to allow these questions and topical areas to provide the foci. Of course, at some point minimal statements of fact or generalization could be generated as guides and background information for the teacher. Too often, stated generalizations become the "facts" that students "memorize" in a social studies program, rather than the ideas they "discover" or "construct" for themselves.

These four clusters are interdependent, so that at all times throughout the curriculum ideas from each of the four groupings would need to occur together in some interrelated manner, depending on the examples used to illustrate the ideas at the various grade levels. The next step in curriculum development would be to view the knowledge, skills, and affect contained in these four clusters and to develop broad goals that would guide the next steps of curriculum development and provide the focus for the political/citizenship component.

For example, a broad goal might be:

> Students will be able to apply decision-making skills and knowledge of the legislative process to the comprehension, analysis, and evaluation of current local and national legislation.

This broad goal, and others like it, could then be analyzed and broken down to identify the prior knowledge and skills needed to achieve it. These sub-objectives could then be sequenced according to difficulty level to provide an organizational plan for K-6 sequencing.

Thus, the sequencing organizational plan would be determined in part by the assessed difficulty levels of the conceptual knowledge and skills implied by particular objectives. In addition, knowledge of the general levels of cognitive competence that children typically demonstrate at various grades should be used to organize the proposed knowledge. Developmental competence and difficulty levels of knowledge and skills would provide major criteria for ordering or sequencing the particular instructional objectives. These, as well as common sense (based on knowledge of children, schools, and teachers), would help me determine sequence.

To see what this would look like at second- and fifth-grade levels, let's take the proposed goal:

> Students will be able to apply decision-making skills and knowledge of the legislative process to the comprehension, analysis, and evaluation of current local and national legislation.

Appropriate focus groups for second graders would include the classroom and the city council or neighborhood planning unit or some similar group (town hall meetings, etc.). Students should have experiences, first of all, in their own classroom, acting as responsible decision makers acting on some important school or classroom issue. From this (these) first-hand experiences, students should be able to draw generalizations about who was involved, what the decision-making process was, what the nature of the problem was, who exerted power or authority in the situation, how the rights of the group were upheld, how the group made a decision, what alternatives there were to the process followed, and how the decision could be evaluated.

From this experiential event, the students should develop not only knowledge generalizations but also questions about decision making "in a democracy" which they can now apply to other groups. As a transition to examining a group such as a city council, we'd first identify local/community decision-making groups which act like our classroom but have broader areas of jurisdiction. This brainstorming is teacher-led but actively participated in by students and takes the form of a "discussion-generalization" session.

Prior to an observation (audio or video taped) or an actual visit to a city council meeting, students should develop some basic factual data regarding this group--who it is, how elected, why, area of domain and responsibility, decision-making processes used, leader, etc. This information can be presented through a reading or video presentation which is used almost as a directed reading lesson, utilizing Wittrock's generative reading techniques. Students would be actively engaged in the data and would perform certain generative tasks, such as drawing diagrams (of membership/leadership), putting sections in their own words, and developing data retrieval charts.

At the second-grade level, I'd conclude this lesson by having the class develop, dictate, and write a chart story on the city council. This story would contain the basic factual and conceptual data learned by students during the lesson. That would be enough of an evaluation for now.

Students would then prepare interview questions and observation points to direct their up-coming visit to the city council. There, they test out the information they learned in the reading and answer the questions they had. Interviews are conducted and then summarized by groups of students and presented to the rest of the class. The class could also replicate, through role-play, the decision-making process they saw in action (after returning to the classroom). This process could be compared with the one the class used when they solved their classroom problem.

Well, that's a sense of what I would do with second graders: highly inductive, experiential, focused, generative, interesting, building on a commonly shared group experience, etc. In addition, a variety of language/communicative arts skills are used and developed, and students actively become a part of the social process. Hopefully, interest and motivation are tickled. In addition, facts are taught--but not in isolation--and a range of conceptual knowledge is emphasized and developed.

The key to this approach, of course, is a knowledgeable, inquisitive, and inquiry-oriented teacher who knows the content well enough to ask leading questions to help students "uncover" ideas for themselves.

For fifth grade, the same basic instructional approach would be used but would emphasize more formal data analysis, more detailed content, and more in-depth thinking by the students. The decision-making group would probably be the federal government--which could be examined from a historical or contemporary position. The questions in the four knowledge clusters would still form the basis of the class inquiry, and the broad goals and sub-objectives would provide the focus for the particular lessons. The data analysis would include specific information on the legislative-executive-judicial branches, with particular emphasis on the legislative branch. The data would be presented in readings, charts, graphs, etc., but the lesson format would be quite similar to the second-grade one. That is, students would have an experiential event they had shared, would approach the national example with questions and hypotheses they had developed, and so on. The specific generalizations developed would be a function of the cognitive competence of the group in general.

Problem 2: Human-Environment Relationships

Developing an understanding of human-environment relationships, as shown for example in the relationships between an area's climate or natural resources and the customs or occupations of its people.

Given my response to Problem 1 on citizenship, I think you (and I) see that I cannot really address the questions you pose in exactly the way they are asked. I do not believe that the social studies curriculum should be developed around content generalizations--but rather around clusters of knowledge/skills/affect--which then can be articulated as broad goals. These broad goals are then assessed for their prior knowledge and sub-components. These components (knowledge, skills) are then assessed for their difficulty levels and for their match with the projected levels of cognitive and affective developmental competence of kids at various grade levels. Through this sort of analysis, a scope and sequence can be developed. That entire process is too extensive for me to develop fully here, but I will try to respond to your questions as fully as possible, in spite of my difference in basic approach.

There are, of course, certain content components that should be known and understood by students. In this second problem, ideas from geography, economics, history, and anthropology (at least) would be brought to bear. Central concepts would include (but not be limited to): location; human interaction; natural, human, and capital resources; renewable/nonrenewable resources; scarcity; environment; time; change; continuity; technology; conservation; human values; traditions; alternative economic systems; and consumption/production.

It is important for elementary-aged students to understand the basic value of the land and the entire range of natural resources that exists and to see how human survival is intimately interdependent with the land. That is, most goods and services have direct or indirect roots in natural resources. The various ways in which people over time have used and continue to use the land is a function of many factors, including their beliefs about or values for the land, their basic needs, the level of technology available, and so on. Humans have used natural resources and the environment in productive and renewable ways as well as in unproductive and destructive ways (deforestation, for example). In addition, students should know that natural resources are unevenly located across the world, so that some locations are rich in natural resources and others are not. Simply having the resources, though, does not predict resource use. This is a function of the desires, values, needs, and the available technology of the resource "owners."

These above-stated generalizations would be among the basic ideas elementary school-aged students should understand. These content generalizations can be easily developed, given the examination of examples that illustrate them.

In the early grades--second grade, for example--I would emphasize the basic "land to hand" relationship which is disguised in our high-tech society. For example, students would "trace back"commonly used products (cotton blouse, hamburger, hamburger bun, etc.) to their origins, identifying the steps of production, the workers along the way, and the range of resources used. They would "discover" the role of natural resources as well as the highly interdependent linkages that they (and we all) have with many other people and processes. In addition, young students would uncover some of the "mysteries" of how things "get here"--and of "what goes on behind the scenes." I would like to see this "exposure," if you will, be a major emphasis of the social studies program for the early years. It would help with the development of causal relationships and classificatory thinking and should prompt a certain degree of inquisitiveness.

At the fifth-grade level, the study would be more formal and systematic and would include regional and historical examples. Students would examine case studies of contrasting societies and come to identify the factors that make these groups similar/different. Cases could be developed around societies that have very similar natural resources/climate, etc., but which have developed very differently because of cultural values or level of technology available. Or, one could examine case studies of groups which have very different environmental givens, but which have developed in very similar ways (through innovation, trade, etc.).

Problem 3: Multicultural Education

Developing respect for the values and life styles of others, which includes the goal of becoming more knowledgeable about and appreciative of the history and customs of people in other parts of the world.

This goal suggests not only studying about others--but also studying about yourself--and having many experiences with persons who are different from you in some way. Cross-cultural, cross-age, and cross-class interactions should be naturally occurring, if at all possible. Unfortunately, most schools are not well-integrated and do not provide for such opportunities. In such cases, out-of-school experiences should be encouraged. In addition, classes can be matched across town or across the world for exchanges and interactions. Role-taking experiences play an important part of the social studies curriculum here, for through these experiences students can come to see what a situation looks like from a perspective other than their own.

A continual thread of experiential and "study" experiences should be identified and planned for the K-6 program of "multicultural education." This would include diversity awareness and sensitivity experiences for the teachers, also, and a plan for the entire school. That is, the school must serve as a model of cultural diversity and as a place where differences are respected and honored. If this cannot be addressed and achieved in some appreciable way, any study "about" different cultures will be only academic.

Additional Ideas About Ideal Curricula Gleaned from P1's Interview

Scope and Objectives

It is crucial to begin curriculum development with clarity about goals, not only because this will help you select content and activities most central to accomplishment of these goals, but also because it will guide you in deciding what content and activities to omit.

There should be a lot of inquiry and application, but only in the context of sufficient background knowledge. Pure process approaches that discount the importance of basic knowledge in the domain have not been effective. When students express opinions, they should be able to ground them in relevant knowledge.

Content Selection and Organization

Not only history and geography, but the various social sciences each have power in the form of concepts and principles. A good social studies program will tap this power rather than just present facts. History and anthropology are interdisciplinary areas that you can use as the organizer for the curriculum in the early grades (P1 prefers anthropology). History looks at life in the past, and anthropology looks at current cultures. You can look at either of these in terms of economic aspects, social aspects, individual and group psychology, and so on.

Economic education within social studies should not necessarily get much into personal economics, investing strategies, and so on, but should lead to knowledge that would enable one to understand and analyze economic issues--to take the role of different players in the problem, project likely effects of alternative strategies, note who would benefit and who would be harmed by these decisions, and so on.

In covering the human-environment interaction aspects of geography, stress human effects on the environment, not just environmental effects on humans. Note different cultures in different environments and similar cultures in contrasting environments. In units on families, look not only at American families but at families in other cultures. Look at neighborhoods and communities in other cultures.

Content (including history) should be routinely linked to contemporary events and issues.

There should be a return to some of the global and multicultural approach used in the 1960s. The 1960s curricula erred by focusing on concepts and definitions too narrowly, without including a comprehensive enough survey of relevant facts and without enough focus on generalizations and principles. Thus, the reversion to cultural literacy facts is understandable. However, a curriculum that respected the need for basic factual knowledge but tapped the power of disciplinary concepts and principles would be much more valuable than either of the two extreme versions we have seen in recent years. The focus on relatively isolated concepts seen in 1960s curricula was as distorted in its own way as the current focus on relatively isolated facts.

Key ideas should receive more than just relatively minor "vocabulary treatment" (a definition and a couple of examples). Development should include not only material designed to ensure comprehension of the key idea, but also appreciation of why it is important and what its implications are. There should be multiple and contrasting examples, comparison with similar yet different terms, and so on. Where examples are intended to be representative of broader concepts or principles, this should be made clear to teachers so that they will know what to emphasize in treating the content, and questions and activities for students should help students to relate examples to one another and to the key ideas they are intended to exemplify.

Part II

P1's Written Critique of the SBG Social Studies Series

Like most of the other major grades 1-6 social studies series, SBG is organized around Paul Hanna's expanding horizons approach: families - neighborhood - communities - regions - nation - world. It is considerably different from those of even five years ago in its almost complete emphasis on factual information, primarily from history and geography. While knowledge from the remaining social science disciplines (particularly political science and economics) is included, this knowledge does not hold the same weight as the attention given to history and geography, particularly in grades 4-6.

A strong factual (rather than conceptual) approach is evident throughout the series. First, there is no conceptual or generalization scope and sequence chart for the material. Instead, there is a statement about the content emphasis along with the unit and chapter topical headings. In addition, the stated objectives for lessons are given in terms suggesting the comprehension of factual data (for example: name the features of a forest; identify the Amazon River Basin as the largest tropical forest in the world; name a variety of vegetables grown on farms).

Where conceptual knowledge is identified clearly in the objectives, it often is given limited attention in the text and usually is not even mentioned as a main idea in the Chapter Review. For example, a third-grade objective states that students will be able to "evaluate the benefits of specialization and division of labor." However, the concept of specialization is not cited in the student text and the idea of benefits and the issues associated with this idea are not developed. In addition, there is no mention of specialization--nor of its partner, interdependence--in the main ideas listed in the chapter review.

Another major difference in this series, as compared with most series of even five years ago, is its limited emphasis, especially in the early grades, on cross-cultural examples. The cultural examples cited are often historical, and few contemporary illustrations are given.

The books are, in general, as attractive visually as any other series. The charts, graphs, and maps are particularly well developed. The reading level appears to jump dramatically from the second- to the third-grade material.

Second Grade Unit

This unit on Rules and Laws consists of five fairly simplistic lessons on what are rules and laws and who makes them for the community, state, and nation. Again, these lessons emphasize primarily factual data, like the name of the capital of your state and nation. When conceptual objectives are included, these are achieved primarily by direct explanation in the text which "tells the student" the information needed. This unit of five lessons is scheduled for one month's worth of instruction. However, unless the text material were seriously supplemented, the five lessons would probably take only five instructional days.

The unit includes no pre-assessment activities and no real evaluation of the stated objectives. In addition, there is no real advance organizer for the unit that might clue teachers and students into "what is coming next." There is an introduction to the unit, but it only provides questions that call for the naming of items rather than questions that might provide motivation for getting into the unit.

The pedagogical components of the lessons leave much to be desired. Some of the suggested motivational activities leave one dangling and provide little or no linkage to the rest of the lesson unless the teacher spontaneously develops such linkage. The questions provided for the teacher are poor to weak, and often fail to have the effect of bringing a child's thinking from specific examples to a more general level.

Fifth-Grade Unit

The historical content presented in this unit is treated as though there were only one interpretation of historical events. Alternative perspectives are not presented, and no issues are raised regarding the author's points of view. No original documents are offered for examination. Again, the content is presented as factual information, with little or no attempt made to help students organize or categorize the vast amount of information given.

Simple data retrieval charts would be useful, especially for comparing such information as the various English colonies: New England, Middle and Southern. Such a chart could contain the names of the colonies, the major natural resources found in each area, the major jobs people had, and the names of key people and events. Hopefully, in addition to aiding recall, such a categorization system would enable the student to compare information in the various categories and derive generalizations.

In this unit, as in others, we see words listed as vocabulary that are really important conceptual ideas and deserve more attention than a definition given in context. Such vocabulary words include important ideas such as democracy, rural, urban, boycott, and monopoly.

In summary, then, I would say that this text represents a move "back" to a primarily factual approach to social studies instruction, with the emphasis on a narrow selection of social science knowledge. The pedagogical component is not adequately designed to prompt meaningful learning and the content selections are not adequately developed to ensure a coherent and compete understanding of the social world.

Additional Critique of the SBG Series Gleaned from P1's Interview

Scope and Objectives

The curriculum is mostly restricted to historical and geographical facts, with little attention to: (a) development of understanding of concepts and principles; (b) applications of the content to current events or other aspects outside of school; (c) important content drawn from the social sciences (as opposed to history and geography); and (d) important values and dispositions. Students are exposed to a parade of facts but not coherent networks of information, skills, and affects that they can access and apply in relevant situations.

Content Selection and Organization

Geography coverage focuses on places and physical features, not people and cultures. The series is weak on cross-cultural examples, especially contemporary ones, and on explanations for those cultural differences that are covered. Material in the early grades is thin, redundant, and focused too much on what children already know rather than on what they don't know. In these grades, P1 would like to see a return to the approaches taken 10 or 15 years ago, built around a conceptual base and with a cross-cultural focus (families around the world, etc.).

The fourth- and sixth-grade geographical content is weak on historical perspective and examples, description and comparison of cultures, and information about contemporary political and economic events. The fifth-grade history material focuses almost exclusively on events occurring within the United States without couching them with in the context of world events of the times. Also, there is little attempt to help students link the content to current issues or events.

Coherence is a problem throughout the series. There is not even a conceptual or generalization scope and sequence chart, and objectives are usually phrased in terms of stating facts rather than in terms of showing understanding and ability to apply concepts and generalizations. When conceptual knowledge is mentioned as a main idea, it often is not well developed in the text. Many key concepts are limited to vocabulary definition coverage. In general, there needs to be more said about fewer topics, with better structuring of the content around key ideas and better development of these key ideas.

Even where topics are covered in some depth, the lack of structuring around key concepts and generalizations results in a parade of facts that are difficult for students to learn with understanding or ability to apply. Often examples are presented without clarity about the concepts that they are examples of, or facts are presented without clarity about the themes or principles that the facts are supposed to illustrate. There should be much greater use of outlining and structuring in the text and data retrieval charts and other comparison and contrast activities to help students learn the content as coherent networks of related ideas. Contrasts (between the cultures of different Indian groups, for example) should be not merely described but explained using principles drawn from anthropology and the human-environment interaction aspects of geography. Coverage of groups should stress linkages among values, behavior, environmental constraints, levels of technology, and economic activities.

In combination, these needed changes should make for more substantial, less trite coverage. Instead of just learning a few facts about governmental leaders and capitals, students would learn something about the functions of government at each level; instead of just learning a few facts about food and clothing, students would learn about the processes underlying the production of representative food and clothing items from acquisition of raw materials through delivery to the store; instead of just learning miscellaneous facts about past or present cultures, students would learn about how and why these cultures developed as they did.

Questions and Teacher-Student Discourse

Both in the text and in the instructions to the teacher, there should be more questions designed to get students to actively process and think critically about the content, and the questions should be less scattered and more focused around main ideas. Questions that would help students to move from examples to general principles are particularly needed. So is discussion that would expand lessons by promoting student understanding and application (not merely recitation of facts).

Activities and Assignments

There should be more activities and assignments designed to promote understanding and application (data retrieval charts, extended writing activities), and fewer worksheets calling for matching, filling in blanks, etc. Many of the latter activities are a waste of time, as are many of the so-called "motivational" activities.

It is difficult to see any consistent reasoning behind the identification of certain special activities as being specifically for gifted, mainstreamed, or low English proficiency students. Many of the existing questions and activities should be eliminated because they are irrelevant and intrusive. Many of the map and globe skills activities are good ones but are not well integrated with unit content.

Assessment and Evaluation

There is no attention to pre-assessment. Suggested tests and evaluation questions tend to focus on recognition or retrieval of facts, without consistent emphasis on main ideas or on understandings and applications.

Guidance to the Teacher

The manual gives teachers very little help concerning rationales, underscoring of major ideas, how lessons can be compared and drawn together, and so on, yet it often insults their intelligence by giving expected answers to the most obvious of questions. Essentially, the manual does not make the content any more coherent to the teacher than the student text does to the students. Some of what is in it can even be seen as counterproductive (such as the statement that teachers can teach any portion of the material they wish and in any order, which contradicts the notion that social studies has any cumulative conceptual or skill base).

An ostensible strength of the series is its "teacher friendliness"--the spiral binding, the three-step lesson format, the provided spirit masters and other ancillaries. However, these are really part of the problem because they reinforce the emphasis on memorizing isolated facts.

APPENDIX P2

P2's Written Statement About Ideal Curricula

A. Balancing breadth with depth is essential.

B. I agree in spirit with building content around a limited number of powerful ideas from the disciplines, however I feel 1960s ideas of conceptual structure of disciplines lead to a curriculum that becomes fragmented and links poorly to real life applications, and that Taba's spiral was far too restrictive, redundant and downright boring. Michaelis' notion of concept clusters was probably a useful modification on Senesh's conceptual structures and compatible with current notion of schema. I cannot state a single rule for identifying the core ideas around which to build social studies lessons; that will differ by topic or discipline, but I think the anchors for units will tend to be names of phenomena, places, events, or people. In geography, schema are built around region names and phenomena like "North America," "Forces that Control Climate," or "Urban Growth and Decay." History schema are probably built around periods (middle ages), world changing (or prototype) events (the French Revolution), or archetype individuals (Hitler, Washington, King) as models or prototypes. For government and economics, I suspect useful topics would center on the phenomena or processes that will appear in daily routines or news.

C. Explicit attention should be given to developing some linkages between different clusters of ideas. . . like teaching topography, and then teaching how topography interacts with winds to create much of climate. . . but "emphasizing" the ideas and uses of each schema.

D. For meaningful learning to occur and be useful, it must be processed; indeed, I believe I have even taught elementary children to use transferable methods for processing certain kinds of data that improved subsequent learning in new lessons. There should also be instruction and practice in observing, organizing, and comparing observations to form hypotheses or even generalizations.

E. I agree very strongly that most higher order thinking at the elementary level should be a matter of applying information, ideas, skills, principles, and attitudes in new contexts.

Other Features

F. Romance. When possible social studies for early grades should, as Whitehead suggested, have the quality of romance. . . especially in the stories of heroes, villains, adventures, and tragedies that build a love of subject while also informing pupils of the story lines and landmark events that form its skeleton.

G. Values. For culture and especially democracy to work, there must be a common core of abstract ideals or standards that people use in judging merit. Ideals like justice, charity, courage, honesty, freedom, security, and a few others are not controversial and could be taught without compromising choice as long as (1) the priorities among the values are left to the individual and (2) examples used in teaching the value concepts avoid associating the value with one particular controversial policy stand (for example, freedom justifies legal drugs; Communism is charitable).

Constitutional Democracy

Goals: Students must understand basic functions of government, what alternate forms of government have been, the strengths and weaknesses that correlate with each system, the ideals and abuses our founders addressed in designing the Constitution, the general (not detailed) division of powers, and constituencies in presidential and legislative elections to ensure representation.

I. Begin with a concept and narrative description of anarchy, enumerating disorder, insecurity, fear, collapse of commerce, etc., like the French terror or the Russian civil war, demonstrating needs for generally respected laws, currency, due process, external defense.

II. Explain that there have been different systems of government, and teach concepts of each with generalizations about strengths and weaknesses of each:

1. Theocracy (use operational definition to classify). If theocracy then high stability and order but little check on error, equality, or adaptability. Illustrate with ancient Egypt; predict to Aztec.
2. Monarchy (use operational definition). If monarchy, then leaders are trained in duties but heredity restricts selection of rulers, power struggles are common, castes develop and may lead to oppression and exploitation. Illustrate with Lancasters; predict to Romanoffs.
3. Democracy (use operational definition). If democracy, then there is high social mobility, equality, adaptability and popular policies but a tendency to factions and instability. Illustrate with Greece; predict to Latin America.
4. Oligarchy (use operational definition). If oligarchy, immensely efficient, gets jobs done but requires military and leads to oppression, exploitation, very unstable and often corrupt.

Illustrate with Third Reich; predict to U.S.S.R.

III. Elementary students need a broad sense of the ideals our form of government is designed to serve, and how the Constitution is supposed to foster those ideals.

A. Fears and ideals of the founders

1. List abuses of the late colonial period and the fears about government that they engendered in the founders.

2. Our ideals are in the Declaration of Independence

Students should be able to list them.

B. Constitution is planned to realize ideals and reduce fears

1. Separation of powers

If President errs, Congress won't appropriate

If Congress errs, president can veto

If both err, Court overrides everyone

2. Amendments & Bill of Rights

C. How laws are made. A case study: (a) Congressional hearings, (b) lobbies, (c) committees, (d) veto, (e) judicial review.

D. How elections work: (1) President: (a) primaries, (b) electoral college. (2) Congressional election: (a) apportionment, (b) case study campaign. (3) threats to our electoral system: (a) finance, (b) media bias, (c) single issue votes, (d) ignorance/apathy.

Human-Environment Relationships

The general principle in human-environment relations is that cultural development (knowledge) enables humans to adapt to, utilize, and even change a local environment.

I. Teach concepts of environment, instinct, and custom.

II. Humans are more adaptable than animals because:

A. We develop and use our knowledge, customs, and tools to enable us to live in and use practically any environment. Contrast a case study of a chimpanzee in Africa and Alaska with Bushmen and Eskimos;

B. As cultural knowledge increases, people become more able to change their environment to suit their will.

1. If a culture lives by hunting and gathering then people will be nomads, poor in goods, skillful in finding and directly using plant

or animal resources, and suffer bitterly or die from decline of natural resources.

(a) illustrate with horse, plains Indians before and after decline of bison, traditional Eskimo; predict effect of pigs on the Ishi.

2. In the same environment, people with agriculture will live in larger permanent communities and have more reliable food and more material goods than hunters and gatherers.

(a) Illustrate with Caddos and Tonkawa, Zuni and Apache; predict relative wealth of Bantu and Mbuti.

3. If people have industrial culture, they will use their knowledge and machines to change the environment, import goods to suit their habits, and live much the same way anywhere on earth.

(a) Illustrate with Alaskan pipeline workers, Saudi oil workers and Gulf coast oil workers. Predict about military bases or tourists.

III. Industrial cultures specialize regional industry to fit resources; must use nonrenewable resources carefully.

A. Develop concepts of natural resources, renewable and nonrenewable resources.

B. If an industry requires specialized resources, then industrial societies will locate that industry near places where the necessary resource is plentiful.

1. Illustrate with warm wet climates and rice farming, coal and iron deposits and steel mills; predict location of labor-intensive industry near large concentrations of cheap labor.

C. If a resource is nonrenewable and people use it up, the environment becomes useless and people must move away. Illustrate with soil erosion and decertification, California strip mining; predict to strip lumbering in rain forests.

VALUES AND LIFE STYLES

This theme deals primarily with attitudes, which will best be developed throughout the curriculum in all grades as teachers introduce foreign customs that seem strange, model respect for them, and then point out hidden beneficial or adaptive functions in those customs. The lessons outlined below would occur early in the sixth grade as part of a unit orienting students to the study of foreign cultures, and be distributed throughout the year as the respective cultures are studied. Parallel lessons could be developed for each grade level's scope of cultures.

Basic understandings: Develop operational concepts of overt and latent functions, and the principles that customs have overt and hidden functions, that changing a custom without understanding the functions often has harmful results, and that one should not criticize a strange custom until one understands its functions.

I. Define and have students classify attitudes as ethnocentric or cosmopolitan.

II. Define overt and latent functions, and have pupils classify new cases accordingly.

A. If a behavior is a custom (a norm taught across several generations) it probably has both overt and latent benefits. (Illustrate with Ashanti bride price's effect on family solidarity and divorce rate, feudal class system ensuring labor and peasant security; describe arranged marriages among nobility, ask students to predict whether they have beneficial functions.

B. When outsiders change a custom without understanding its hidden functions, a chain reaction often produces negative effects. (Illustrate with missionaries giving steel axes to Australian Aborigines; prohibition amendment resulted in growth of organized crime). Describe flood cycle and sanitation on the Ganges and AID officials teaching Indians to build brick houses, ask students if they predict negative results.

C. Historically, ethnocentric cultures decline while those that accept and incorporate innovations from other cultures adapt and prosper. (Contrast Egypt and Rome about 50 B.C.; and Japan before and after Perry; predict to Iran).

D. When dealing with culturally diverse groups, people who recognize and respect differences are likely to be generally accepted and successful in achieving goals. Illustrate with case studies of credible individuals familiar to the students who model relevant acts of respect and are recognized and honored consequently.

In subsequent units throughout the year, these last three themes would be repeated when clear instances occur.

Relationships

In general, the pattern in relationships within these units fit a concept-relational, if/then rule-example-application pattern, and there may be several related or complementary rules within a subtopic. I imbed new concepts within statements of principles; I do not work from S-R to discrimination to concept, which I find tedious and meaningless for children.

The lessons are typically deductive rule-example-application in structure, which I believe to be easier to teach, illustrate, understand, and transfer. Indeed, I believe that rational problem solving is typically deductive (a problem is defined, rules or precedents are recalled from long-term memory, and the rule is used as a major premise to predict a probable outcome), and I think the rule-example-application pattern is useful practice in basic thinking. I think that attaching the application phrase onto the end of the principle lessons not only gives the principles "relevance" but also helps to teach students the most basic and useful form of thinking (deduction) and converts propositional knowledge into procedural knowledge. Lessons which conclude with this kind of "application question" have the effect of teaching students a transferable study strategy that improves learning and application of new ideas.

I would use the sequence of ideas as outlined, modified by adding background knowledge (for example, if second graders have not learned what Arctic, temperate, and tropical environments are, which I assume students would know at fifth or sixth grade). The pattern in the government unit is to (1) establish the functions of government, (2) to define different forms of the institution and generalize about strengths and weaknesses of each, then (3 focus on the particular events and values used in setting up our system, and (4) show how our system works and attempts to head off problems. In the environment unit, there is a theme (culture determines how environment is used) which is demonstrated at three cultural levels along with the rule that as culture advances, people are less controlled by immediate circumstances. The attitudes unit also has a theme with locally related principles that form a knowledge base for the attitudes that are made explicit at the end.

Lesson Plans

If people have an industrial culture, then they will use knowledge and machines to import goods, change the environment, and live much the same way any place on earth.

Fifth Grade: Teacher Presentation with Pictures

Objective: When given descriptive facts indicating that a new group has an industrial culture, and asked to predict how they live, pupils will predict that the group will use knowledge to import goods, change the environment, and live much the same way anywhere.

Introduction: Ask for pupils who think that the environment determines how people live to raise their hands. Tell pupils you have a surprise for them: If people have a certain kind of culture, they can change the environment to fit the way they want to live. The purpose of today's lesson is to learn to use culture type to predict how people live in Arctic, tropic, or temperate places. Warn pupils that at the end of the lesson, they will get clues like, "Soviets have developed modern industries like ours," and will be asked to predict how Soviets live in Arctic Siberia or desert Syria. Explain that this is an important idea because it will allow them to learn about a few home cultures and predict how people from those cultures will live in thousands of different places. Tell them that the trick is to remember one if-then rule and use it like a checklist to tell if it predicts about a new case.

Rule and Examples

Write the rule on the board or overhead in if-then form: If industrial, then machines, import goods, change environment, etc.

Explain terms in the rule and the relationship. Illustrate with examples: (for example, slides) of offshore oil workers, in prefab housing with air conditioners; electrical power, eating hamburgers, watching videos, voting absentee, and ordering clothes from catalogs. If individuals indicated a lack of understanding of terms (like industrial) or knowledge (of environments, transport, etc.), I would slow down and explain and illustrate more explicitly (see second grade). Show and compare to oil workers in Saudi Arabia with the same goods and routines. Repeat with British tourists in mountains and tropics.

Non-examples: Warn pupils that if people are not industrialized, they won't be able to predict that the people will change the environment with machines. Illustrate with nonexamples like Napoleon's troops in Egypt and Russia.

Practice: Describe a new case. Norway has developed modern factories and machines, and it sends out doctors who work for the World Health Organization. Ask "If you can predict about how the Norwegian doctors will live in other parts of the world, raise your hand." Call on an individual to tell "Why?" Model the process: "Well, first we check for evidence that they are industrial. . . they have machines and factories, and the rule says, if industrial, then they use machines to change. . . " etc. Show illustrations of Norwegians in different environments. Repeat with new examples and nonexamples until students are accurate.

Test by telling pupils that the U.S.S.R. is industrial and sends troops to different places. Ask what the students predict. Repeat with case of 16th century Spanish explorers.

Second Grade

If I were to teach the same idea at second grade, I would probably focus on a family or a community, and variables that were very familiar. Before teaching the whole unit, I would be careful that pupils understood extreme environmental differences, either by teaching the concepts of Arctic, temperate, and tropic, or (if there were less time) just by showing and having pupils memorize landscape pictures for each environment and then where they fit on a world map. (This is a good example of why pupils need factual knowledge before they can "think"). Similarly, at second grade, I might have to teach concepts for hunter/gatherer, pastoral/preindustrial farmer and industrial (which would probably be introduced in third or fourth grade) prior to this particular lesson. Aside from inserting additional lessons prior to this lesson to ensure necessary background knowledge, the basic structures of the second and fifth grade lessons would not differ much.

I would be more careful to define "industrial" and more explicit about presenting evidence of industrialization in examples and test-like practice; and I would probably have to be more explicit about the details of importing the materials for housing, delivery of supplies, mail order shopping, etc. The time and explicitness of the lesson (and maybe the amount of practice) would have to increase, but the structure would not change.

Additional Ideas About Ideal Curricula Gleaned from P2's Interview

Goals and Objectives

Focus the curriculum around powerful ideas drawn from the disciplines, especially principles that students can apply. Develop these using sets of concepts that classify things well and descriptive networks of facts that can serve as schemas and examples. In identifying main ideas and supportive information, think about how the ideas and information are intended to be used by the students. Elaborate each point with enough examples or detail to enable students who do not already know the point to understand and apply it. Eliminate extraneous material.

In addition to knowledge networks built around powerful ideas, P2 would want to include relevant skills. These would include not only map and globe skills, but strategies for doing the things called for in the activities (doing research, gathering and organizing information, writing reports). That is, students would be taught how to do these things, not merely exposed to activities that required them. Skills and strategies would be taught and used in the context of learning and applying the knowledge content, however; there would not be an isolated skills curriculum taught separately from the knowledge curriculum.

The curriculum would include the teaching of values, especially fundamental universal values.

Finally, P2 agrees with Hirsch's ideas about the importance of a common culture and thus would include certain facts for cultural literacy reasons even if they were not linked to powerful ideas as examples or supportive detail. However, these cultural literacy items would not necessarily be the same ones included in Hirsch's lists, and their numbers would be restricted in order to minimize the "mentioning" and clutter problems common in today's curricula.

Content Selection and Organization

Eliminate unnecessary redundancy that comes with spiraling. Teach key ideas about something thoroughly the first time and then leave it at that, or if you come back to the same general topic, teach something else about it or apply it in new ways. Elaborate main ideas with enough examples or detail to enable students who do not have the knowledge already to understand and be able to apply the ideas. Include explicit statements about how principles can be used to predict or explain new cases. Include attention to how ideas link across clusters, not just within them. Have students memorize certain facts--the ones that will be used frequently--to eliminate the need for students to have to look up facts in a glossary, refer to an atlas, and so on. Most facts, however, would be treated not as separate items to be memorized but as examples or elaboration of main ideas, and it is these main ideas that would be the focus of explanation, discourse, activities, and assessment. Facts included for cultural literacy reasons or for political reasons (coverage of women and minorities, for example) should be subsumed within this framework as much as possible so as to minimize clutter and coherence problems.

Memorable stories are especially effective ways to exemplify concepts and principles. Try to personalize, concretize, and romanticize the content by helping students to understand and visualize what life was like in earlier times or is like in other cultures. Focus on the motives and experiences of key individuals or groups of people. Consider adding a supplementary book of readings giving eyewitness accounts or other original sources to supplement the text.

Sustained analysis of illustrations (such as a schematic drawing of the Jamestown settlement or a mural depicting cultural artifacts and practices of a particular group) is another helpful way to cover factual content that serves as examples or elaboration of main ideas. This provides students with a chain or network of facts that they can remember together and use to visualize examples of the principles being discussed. It is especially useful for prototypical examples.

Certain lesson structures can be used routinely to address certain types of content. In teaching about institutions (government, family, transportation, etc.), for example, one can first teach the larger concept, then alternate forms that occur, describing for each alternate how it works and what its particular strengths and weaknesses are. In teaching geographical areas, one can begin with landmarks, then progress to zones within the area, principles that explain what caused each zone to develop as it did, and information about how different societies have used the area through time. In units on social problems (such as pollution), one can begin by describing the problem in a familiar form, then subdividing it into types and doing case studies of what sets off each type and how it affects people, and then case studies of particular places where the problem has been dealt with (such as the cleaning up of the Willamette River in Oregon). These same basic lesson structures can be used across the grade levels, although with adjustments for amount of teaching of relevant background knowledge.

Questions and Discourse

Following teacher presentation of principles and related information, there would be much teacher-student discourse focused on applications. In particular, there would be many "what if?" questions calling for students to predict to new examples or cases. The best of these questions would generate useful discussion and debate, although it is important to make sure that the questions are phrased in neutral terms rather than in loaded terms that amount to values inculcation rather than honest invitations to debate.

Activities and Assignments

Information has to be processed to become meaningful, so the curriculum would include teaching students transferable methods for processing particular kinds of data (observing, organizing information, comparing and contrasting, forming and testing hypotheses, etc.). In general, anything that students would be expected to do in the process of applying their learning or carrying out activities would be taught as part of the structuring of the activities, unless the students were known to possess these skills already. Skills would be used in the process of applying newly learned content, so there would not be activities featuring isolated skills practice, and in particular, there would not be the kinds of activities that call for exercise of skills that have not been taught in the program and thus are neither needed by students who already know these skills nor helpful to students who do not.

There is little or no value in activity per se. The value of an activity depends on the degree to which it allows for practice or application of important ideas being learned, and also the degree to which the students have been prepared for it sufficiently if necessary. Field trips should be planned with particular purposes in mind, debates should be based on cited information, and so on. Students may need to be equipped with important background knowledge or other preparation before they can profit optimally from activities such as brainstorming of solutions to problems or cooperative work on research.

To promote application, present students with new cases of principles they have been learning about, preferably cases applicable to life outside of school. Students should learn how information can be used in their lives, what it may mean about the local neighborhood, where they can see it locally, what good it is to know the information, and so on.

Guidance to the Teacher

There should be clear statements to teachers about how to inform students of objectives, help them select processing strategies, state ideas in clear and useful form and elaborate them to make them sensible and memorable, and ask questions that will engage students and cause them to use the ideas.

P2's Written Critique of the SBG Social Studies Series

1. Image of the Discipline: The series probably would create the following impressions: (1) social studies is redundant; (2) it describes lots, some is interesting but much is vague and most is not very powerful; (3) it tells a little bit about a lot of (not very interesting) people; (4) there are lots of recall questions to answer by looking up and copying, and then forget; (5) there are lots of activities, some (like drawing) easy and entertaining but others (like discussions/reports) ambiguous and high risk. Kids who already know are "smart" and kids who need to learn are dumb, and most don't learn much.

2. Teacher knowledge needed: The texts are designed to be easy to use and keep students busy. If that is sufficient, any adult who could read could slosh through the program. Even the correct recall answers are written out so the teacher won't have to do the exercises that students are supposed to do!

But if we have aspirations that students should understand and be able to apply the ideas, then three kinds of academic knowledge that are omitted from the text must be supplied by the teacher: (1) clear definitions and clear if-then principles; (2) explicit statements of how various ideas are used to predict or explain new cases, and ways that students can apply them; (3) the romance, detail, and stories that make the whole thing human, moving, tragic, heroic, and real.

Since neither the rules nor the stories have been in many texts, and since most introductory college courses don't teach them, there is little chance that many teachers learned them either.

Another essential kind of knowledge is pedagogy: How to inform kids of an objective and help them select a processing strategy, how to state different ideas in clear and useful form, how to elaborate ideas so they are either memorable or make sense, and how to ask questions that engage all kids and train them to use the ideas.

3. In general, I would say the series is most tolerable for pupils who read or are taught a great deal outside of school and can supply the missing stories and images. Even for this population, however, I am skeptical about real understanding.

The material doesn't develop ideas enough for even students with good background and skills to understand. Poor or disadvantaged children have even less hope of supplying the missing knowledge even if they can decode the words. To fix the problem, fewer ideas will have to be covered, and what is covered will have to be explained in some detail. . . perhaps in narrative form.

The series does suggest special activities for different students, but the activities don't make the explanations any clearer. They are just more or less difficult.

4. Is important content missing? Yes. Before each region, students should learn landmarks that are mentioned often in the text to locate events or phenomena. Similarly, chains describing typical settings should be learned, and stories which model or set precedents should be included.

5. I suspect there is space enough to cover main ideas more adequately if uninstructive portraits and useless end-of-chapter activities were omitted and unnecessarily large simple graphics were reduced in size.

In addition, there are frequent whole-page biographies and quaint digressions that are neither illustrative of a main idea nor essential to the text that could be dropped. If as much space was not spent on Sacajawea as on the whole Lewis and Clark expedition, it would be possible to tell the main story better.

Finally, if necessary, it would be possible to eliminate repeated treatments of the same places in second, third, fourth, and fifth grade. If fourth-grade texts directly describe the deserts, forests, mountains, and coasts of the U.S. with industries for each region, make fifth grade all history and omit the repetition of regions.

I strongly suspect it would be possible, with a little thought, to figure out a way of including women and minorities as examples of main ideas and not just as add-ons. If not, the space would be better used if several such individuals who illustrate a common principle were put together and taught as an organized principle in place of the isolated anecdotes that are undeveloped digressions as used in the present series.

6. There is not enough factual detail supporting each main idea and there are not enough clearly stated main ideas from which anything follows. There are too many vague global statements that are not developed well enough to be either interesting or useful.

There is clutter (especially digressions and add-ons) and that is a distracting problem as suggested above. The most harmful clutter is in activities that take time and teach little or nothing.

Second Grade Unit

1. Important understandings are listed at the end of the unit; most of these fit the theme stated at the beginning. Lesson objectives, directed study questions, and at least one relevant sentence about each main idea are included, but there is little about rights and only oblique treatment of responsibilities.

2. Is development adequate? No, except about the map symbol for a capital city, which is not a goal or important understanding.

A. Helpful features:

1. Directed study question serves as a prequestion/focus for reading.

2. Text tells pupils a sentence that states the main idea.

3. Chapter review lists main ideas, which answer the unit check-up questions. Vocabulary review is relevant drill.

B. Harmful features:

1. "Motivation" activity wastes time, probably distracts from task.

2. The text does not explain new ideas well enough to enable a literate but ill-informed pupil to understand.

3. Some questions waste time. Others require more information than pupils are given. Others digress from the content.

4. Many of the practice masters are busywork time wasters.

C. How to Improve:

1. Junk present workbook and all but two of the activities.

2. Develop only one concept per lesson.

3. Tell pupils the objective, the prequestion, and what kind of processing to use (in place of the "motivation" activity).

4. State a concept as a list of critical attributes or a principle as an IF. . . THEN relationship.

5. Carefully develop a couple of examples by explaining "case study"-like stories (maybe add a nonexample).

6. Have pupils apply the concept (classify new instances that are described as attributes) or state new antecedent conditions for a principle and have the pupils predict what will follow. These could be in workbook. More generally, pupils need to be given a realistic and detailed "story" to describe how anything works.

3. How do questions and assignments help? As stated above, the questions and assignments are usually a waste of time or positively distracting.

A. It is defensible to ask recall questions on main ideas, so some questions are helpful.

B. The activity calling for students to interview a relative about a law that they follow and their reasons for doing so is worthwhile.

C. With some work (for example, lecture to explain what is going on) the illustration showing the gridlock that would result if drivers ignored stoplights could be quite helpful.

D. An addition: In addition to definitions and case studies I would probably add a list of laws, reasons, and penalties to serve as examples.

4. Two questions are applications of the law concept. There are a number of potential "discussion" questions, like "What would happen if. . . " which may be useful for pupils who both understand the principle and already know specific rules and corresponding reasons. They won't be much good to pupils whose parents don't explain reasons for rules, though.

5. Assessment.

A. There is usually one prequestion. I don't emphasize diagnosing readiness much. If the ideas are well selected, kids won't know them and it is painful to pretest much in content subjects. As texts are done by tradition, kids are supposed to know everything they are asked to report from street knowledge a year before it is introduced (expanding horizons rationale).

B. The Unit Check Up questions test recall of main ideas. Practice masters are generally only obliquely relevant.

C. Two of the practice masters test application. The tests rarely test thinking; they should test application (classification or prediction) of concepts and principles at least in part.

D. The tests don't have much diagnostic value, other than to show which sentences kids can't recall. But there is not much more to diagnose unless you test for transfer. I would describe attributes of new cases, and ask kids to mark those that are examples.

Fifth Grade Unit

1. Main ideas: The main ideas for the unit are not clear. The chapter main ideas are listed in the chapter review and are vague and global. The objectives are activities rather than ideas (connect geography with way of life; describe its settlers' influence on democracy), but at least they complement the themes. They should be description or solve-application problems.

2. Generally, the main ideas are not adequately (a) defined or (b) developed. The vagueness of the ideas fails to set a clear task, goal or standard by which to judge adequacy of development.

Helpful features:

Again, the text tells kids a sentence or two that fits the objectives. This is inadequate for understanding or application but students can copy the sentence to meet the objective.

Directed study questions help to set a focus for reading. Summary inserts like the Declaration or the Constitution give important (if truncated) information. Occasional illustrations, like Jamestown, the Mayflower, or the plantation scene, are detailed enough to be worth a thousand words if used effectively.

Harmful features:

Motivation activities are distracting, not motivating. On important phenomena or events, the text is too truncated to enable comprehension. The reason is primarily the amount of time- and space-wasting features added to sell books: arty color plates with no story, a tag-on such as where Sacajawea uses as much space as Lewis and Clark and eliminates the adventures and story line that give the major event romance and meaning. Similarly, there are too many time-consuming activities and projects that relate to the main ideas only indirectly.

How to improve:

First, authors should start with a conception of how information and ideas are used, and boil the main ideas down to descriptive networks of facts that will serve as schema, genuine concept sets that classify things well, and principles from which something definite follows. With these clear goals, text should be written clearly and each point elaborated with enough examples or detail to understand and, whenever appropriate, apply new ideas. With a clear focus and mission, it would be easy to judge what really fits and what does not. If there were a concept or principle concerning women's issues, it could be a whole lesson. Often, female examples will illustrate principles, which would help generalization and not merely pander.

Questions/Activities:

Good activities:

The chart comparing colonies; those practice masters that ask clear questions to ensure that kids practice stating facts once; the suggested debate about whether the colonists were right to rebel against England (if the students were given good source material to work from).

Poor activities:

Chapter 6 is largely geography, yet with the busywork kids are never oriented to the place names discussed all through the unit. I would have them memorize colonies, main river systems, and maybe learn a landscape for each before they wade through the text. There is still far too much busy work (often listed as "thinking activities"). Many activities call for ideas or skills that are not taught; if kids can do them, they didn't need to, and if they can't, these activities won't teach them how to. Workbook pages that include seek and finds or match number of letters to number of boxes are downright offensive.

Suggested Additions:

Have kids memorize locations of basic landmarks; read narrative accounts that tell stories with romance, heroics or a point in them; learn a typical plantation, New England village and port city.

Give antecedent facts and have kids predict results in new cases from principles taught.

If kids must write reports, teach a basic strategy for taking, organizing, and comparing notes to form an outline.

4 Opportunities to Apply

There are few ideas that can be applied as they are stated and taught. Few "if-then" principles are stated. The chapter on the Constitution should especially have predictions about what is permitted and what is not under our basic Law. The "write a class constitution" or "role-play bill passing" activities could cue "applying" rules, but need more structure. Other applications would be to give kids a legal case with some allusion to Constitutional rights principles and have them explain given rulings or predict how the court rules. . . "You be the judge." Mere discussions or "What if?" questions are likely to result in ignorance sharing or confusion unless they are planned to correspond with some principle. There are, indeed, some vaguely relevant skills to "apply," such as making time lines and finding things on a map. Most lesson development questions will not generate much quality discourse.

5. Evaluations:

Directed Study Questions don't really pretest, but are useful to inform pupils of the ball-park goal.

There is a fair match between main ideas in Review, the content, the lesson development questions and the tests. There is very little match between the activities, some workbook pages, and tests. Test questions tap recall of facts, but that is basically all that is taught.

Additional Critique of the SBG Series Gleaned from P2's Interview

One strength of the series is its skills program, especially map and globe skills.

There is much unnecessary redundancy and duplication of content. The spiral curriculum notion implies that if you revisit a topic, you cover different aspects of it or have the students apply it in ways that are different from what was done the last time. Too often, this series simply repeats the same basic information without extending it significantly or progressing to new levels of application.

In general, the root problem with the series is that it mostly parades facts without explaining the reasons for covering them, linking them to larger concepts or principles, or engaging the students in activities that would allow them to apply what they are learning. Even at the factual coverage level, it could do a much better job of providing conceptual frameworks for students to use in thinking about the information, structuring it around key ideas, comparing and contrasting examples, and so on. Information is given about just about every significant desert in the world, but these desert areas are not compared with one another, nor are desert areas compared with plains areas, mountain areas, and so on.

There should be much more inclusion of principles drawn from the social sciences that students could use to make and assess predictions or in other ways to apply what they are learning.

APPENDIX P3

P3's Written Statement About Ideal Curricula

Part One: Key features of an Ideal Curriculum

The Center has suggested the following:

Ideal curricula will be designed to empower students with meaningfully-understood, integrated, and applicable learning that can be accessed and used when relevant in a broad range of situations in and out of school. This implies the following:

a. balancing breadth with depth by addressing limited content but developing it sufficiently to ensure conceptual understanding;

b. organizing the content around a limited number of powerful ideas (basic understandings and principles rooted in the disciplines);

c. emphasizing the relationships between powerful ideas, both by contrasting along common dimensions and integrating across dimensions, so as to produce knowledge structures that are differentiated yet cohesive;

d. providing students not only with instruction but also with opportunities to actively process information and construct meaning;

e. fostering problem solving and other higher order thinking skills in the context of knowledge application; thus, the focus is less on thinking processes per se, and more on how to make use of previously acquired knowledge in new contexts.

Critique: I agree with (a) as stated. It is the depth-over-breadth feature. I see it as the basic organizing idea for the other four features. None of them would be sensible or feasible without it.

I also agree generally with (b) as stated. It is the idea-based curriculum feature, which hopes to assure that curricula are developed not as parades of facts but sets of understandings-to-be-constructed. A problem I have with (b) is the phrase, "rooted in the disciplines." Social studies is more than history and the social sciences dumbed down for the young learner.

Its mission is more ambitious, being self-conscious about the unique role of the social studies curriculum in societies organized under the democratic ideal. Its mission includes but goes beyond the mastery of historical and social science knowledge to the cultivation of civic virtue--to knowing and doing the common good. Consequently, ethics and the notion of public happiness are part and parcel to social studies curriculum planning. They cannot be subsumed easily within understandings and principles that are "rooted in the disciplines;" when that happens, they are slighted or lost altogether.

I agree, generally, with (c). This is the meaningful connections feature. It emphasizes the exploration of relationships among the powerful ideas in (b) in such a way that the knowledge produced is "differentiated yet cohesive." However, it is important to grasp a subtle distinction between ideas and cases. While (c) speaks of the former, it ignores the latter. Social studies is fundamentally a case-based terrain, and the key to building powerful ideas is noting similarities and differences among the several cases studied. The "dimensions" on which these cases are compared are other ideas--not the ones being constructed, but the ones being used in the construction of larger understandings. For example, if a teacher wants her students to build understandings of democratic nation building, she might have them investigate three cases (e.g. constitution-writing in the U.S., Mexico, and Canada). In their study, students might use as a basis for comparison ideas ("dimensions") like popular sovereignty and minority rights.

I agree with (d). It is the higher-order tasks feature.

I find (e) redundant. It is captured in (d).

Part Two: Additional Features of an Ideal Curriculum

The five (really four) key features you identify are powerful and general. As such, they are likely to overlook curriculum features that are unique to particular subjects. In most social studies subjects, one such feature is controversy. Though legions of teachers and text authors have tried, this feature cannot be overlooked. It is central to the social studies landscape. Its proper place in the Center's five features is in (c). The cases that are explored are typically laden with controversy: Reasonable people disagreed on who fired the first shot at Lexington Green, or whether the Constitution was really an improvement over the Articles of Confederation, on why Lincoln signed the Emancipation Proclamation, on Indian removal policies during the so-called Westward Expansion era. These issues are not just ill-structured, they are multilogical, open to many interpretations based on a variety of premises. Ignoring the multilogical texture of the cases studied inhibits students' construction of powerful ideas (feature b) and their relationships (feature c) while failing tacitly to promote an appreciation for the role of controversy in history and social sciences.

Part Three: Curriculum Design on Three Goals

I have been asked to address three goals:

1. citizenship education, defined as developing an understanding of and appreciation for our form of (federal) government (I will call this democracy);
2. developing an understanding of human-environmental relationships, as shown for example in the relationships between an area's climate or natural resources and the customs or occupations of its people (I will call this geography);
3. developing respect for the values and life styles of others, which includes the goal of becoming more knowledgeable about and appreciative of the history and customs of people in other parts of the world (I will call this anthropology).

For each of the three goals, I have been asked to do five things:

a. Identify the central understandings and generalizations that should be developed.

b. Identify the relationships among these central understandings and generalizations.

c. Organize these key understandings and generalizations as you would to present them to students.

d. Explain this organization.

e. Describe how one of these central understandings or generalizations would be taught at the second- and at the fifth-grade levels.

Goal #1

A. Basic ideas.

(1) In a democracy, law making is the shared task of all.

(2) The authority of laws rests upon the genuine consent of the governed (popular sovereignty).

(3) At the same time, the majority must not violate the civil liberties of individuals or minority factions.

(4) Individuals in democracies must constantly negotiate the struggle between, one the one hand, individual happiness and freedom, and on the other, knowing and doing the common good.

(5) Commitment to democratic values is essential to democratic citizenship. Among them, justice (fairness), equality, privacy, freedom, the integrity of each individual, caring for the common good (community), appreciation of diversity (tolerance).

(6) Democracies are rare and very difficult to maintain.

(7) Democracies evolve over time. A citizen's task is to sustain the gains already made, to improve the system as needed, and to know the difference.

(8) Social change should not occur in such a way that it undermines the democratic ideal.

B. Relationships among these ideas

This is a single network of ideas and values. The removal of any one undermines the students' understanding of what democracy is and presents a danger to both public and private happiness. Imagine, for example, #2 without #3: The majority could tyrranize individuals or minorities. Or imagine #4 without #5: Because democrats value the common good, they are willing to place limits on their individual freedom.

C. and D. Organization of these basic ideas for presentation to students:

I disagree with the premise of this task. It seems to me that the task now is to organize not these ideas for presentation to students, but to organize the curriculum in such a way that these ideas are likely to be constructed by the students. Because these are a single network of ideas, the curriculum should be organized in such a way that the whole network might be built as one complex idea.

Key features of the needed organization are the four discussed above: depth over breadth, idea based, meaningful connections, higher order tasks.

E. Second-and fifth-grade sample curricula. Key Idea: all (the network).

Second Grade

I recommend a matrix of three studies. The first is the study of democracy in action. The goal here is to construct an experience base in democratic practice; the means is a weekly Democratic Classroom Meeting. These meetings are chaired by the teacher and conducted in the round (two concentric circles or one large circle). The chair serves as a due process role model (a Roberts Rules role model) as well as an advocate of individuals and factions whose views have not yet been aired or aired but ignored. The meeting is called a Democratic Classroom Meeting, and the teacher stresses in the opening and closing of the meeting that its purpose is to learn to understand and appreciate the democratic way of life. The topics discussed in these meetings are predominantly problems of fairness that arise naturally in the course of the classroom, school, and playground life. For example, is it fair that the row closest to the door is dismissed first to go to recess? What is the fairest way to settle disputes over use of playground equipment? As in Japan, should the children, rather than a custodian, be responsible for cleaning the room and halls? Is drawing straws the fairest way to decide who shall feed the hamster for the week?

Additionally, each month the class will select by majority vote a delegate to the All-School Democratic Meeting. There are two such meetings held in the school each month, one for grades 1-3 and one for grades 4-6. The principal chairs these meetings, serving (like the teacher) as a democratic role model and child advocate.

Second, and meanwhile, students study democracy's heroes. The first of these is King Arthur and the Knights of the Round Table. This should, among other virtues, help make concrete and auspicious the round circle of students and chair in the democratic meetings. Other heroes should be selected on the twin basis of available resources and contribution to the evolution of democracy, e. g., George Washington, Ben Franklin, James Madison, Susan Anthony, Martin Luther King. After Hilda Taba's Rule of Three, at least three heroes in addition to King Arthur should be studied (more on this point below).

Third, students study democracy's holidays. Three should be selected, e.g., July 4th, Memorial Day, and Lincoln's/Washington's birthday.

Large data-retrieval charts posted on the wall or a bulletin board will focus the pattern making (idea building) within and across the three studies. The charts have rows on which each meeting (and hero and holiday) can be listed and columns on which dimensions for comparison are identified. Because there are at least three events within each, similarities and differences can be noted and recorded. For example, working with the meetings chart, the first three democratic meetings can be compared and contrasted generally (How were these meetings alike? different?) as well as on specific dimensions: (What kind of issue was discussed? What method was used to resolve the problem? What rules were made or changed? What did we agree was fair and unfair? What was the minority position? What things are we learning to value?). Similarly, on the heroes chart, how were King Arthur, Washington, Franklin, Madison, Anthony, and King alike? How were they different? What did they all value? Similarly, on the holidays chart, how are these three holidays alike? different? What, exactly, is being celebrated? What else? What do we value that causes us to celebrate these holidays?

This comparing and contrasting across examples (crisscrossing) should lift the curriculum out of the "parade of facts" realm into the realm of ideas (patterns). The ideas can then be extended/applied to novel examples through classifying tasks. For example, once students have studied three democratic heroes and noted their similarities and differences, a fourth can be examined with the question, "Does this person fit the pattern? Is s/he also a democratic hero? Compare him/her to the others, make a decision, and be ready to support it. (The same extension-through-classifying can be done with a fourth holiday.)

Fifth Grade

I recommend a matrix of three studies. They are integrated within the study of American History--the overarching social studies content of the fifth grade. One is an on-going concept mapping activity on the concept of democratic decision making. Done at the beginning of the term, concept mapping helps to activate students' prior knowledge of the concept and aids thereby the teacher's diagnosis of students' entering characteristics. Done throughout the course of study, it provides for teacher and students a concrete representation of their developing concept.

The second is multiple case study of democratic decision making done in the context of a year-long, chronological survey of American history. The case-study approach will force depth by concentrating study on one or two cases per era of American history. And it will lift the curriculum to ideas as students are directed in crisscrossing tasks, searching across cases for central understandings about democracy. Cases should be selected on the twin basis of available resources and contribution to the understanding/appreciation of democratic decision making. For example, (1) decision making in the Mayflower Compact, (2) decision making in the Iroquois League, (3) the colonists' decision to break with England, (4) the Great Compromise on state representation in Congress, (5) the decision to add a Bill of Rights to the Constitution, (6) the decision to free the slaves, (7) the decisions to extend the franchise to women and blacks, (8) the decision to move the Nez Perce from their lands.

As with the studies of heroes and holidays in the second grade, these cases should be studied with a minimum of frontal teaching, a maximum of active student participation, role playing, story telling, oral histories, simulations, and reading-and-writing-to-learn. To bring the controversies to the center of attention, each case should be examined dialogically. That is, at some point in each case study, students should individually take a position on the decision at hand and then discuss and debate the positions in various structured formats with classmates. Then, students should be taught to interrogate, in writing, their position, arguing both for and against it.

The third study is, again, Democratic Classroom meetings.

In the second and third studies, data-retrieval charts again will engage students in structured crisscrossing tasks. As the fourth case is approached, it can be treated as the first "test" case of the ideas that have been formed so far on democratic decision making. (As in the second grade, I am influenced by Taba's Rule of Three: Generally three examples of cases are required for forming an idea. Fewer will not provide sufficient material for comparing and contrasting. Subsequent examples and cases can then be used as opportunities to apply/extend the already-formed idea to novel examples and cases.). Dimensions for crisscrossing the cases might be categories such as popular sovereignty (who was involved in the decision making?), minority rights (were they secured? how?), and due process (how were decision made?).

Goal #2: Geography

A. Basic Ideas

(1) As animals, humans are part of the natural world and subject to its laws (e.g., evolution, the life cycle).

(2) The natural world is the source of most of their basic needs.

(3) The natural world helps fashion the local human culture, and these two interact to help form local economies and customs.

(4) Human groups have become increasingly interdependent since the industrial revolution.

(5) Maps, charts, and graphs help humans store and comprehend geographic information.

B. Relationships Among these Ideas

The first two ideas compose a single network, as do the next two ideas. The fifth stands alone as ancillary to the other four. Too often, the fifth idea is "taught" without proper foundation in the first four, which makes for meaningless learning. Indeed, from the looks of many school districts' elementary social studies objectives, the fifth idea is mistakenly assumed to be the alpha and omega of geography. The third idea is the key idea, pedagogically. It is the most comprehensive of the five. So, in working to develop that idea, students should begin also to develop the others.

C. and D. Organization of these basic ideas for presentation to students.

Again, I disagree with the premise of this task. It seems to me that the task now is not to organize these ideas for presentation to students, but to organize the curriculum in such a way that these ideas are likely to be constructed by students.

Key features in the needed curriculum organization are the four discussed at the outset: depth over breadth, idea based, meaningful connections, higher order tasks.

E. Second and Fifth Grade Sample Curricula. Key idea: The third idea above.

Second Grade

I recommend two phases of study. The first is a structured concept formation unit on the two concepts, natural resources and work (livelihood). This teaching/learning strategy takes as its central task the construction of an initial idea of what something is. It accomplishes this by gathering data on three or four examples, noting their differences and similarities, summarizing the similarities into what is conventionally known as a definition (actually, a comprehension of the critical attributes of the idea), and agreeing on a name for the idea. In this way, the idea is abstracted from concrete examples.

Selection of examples used in the development of the two ideas should be based on the twin criteria of available resources and contribution to the construction of the idea. All examples of an idea, say work, should have in common the idea's critical attributes. As well, they should be different from each other in important ways thus displaying the breadth of examples allowable within the idea. Reasonable people often disagree on which attributes comprise a concept. Such controversy should not be squelched in the classroom. To the contrary, this is the sort of academic discussion that is needed. The emphasis in applications tasks therefore should not be on the decision as to whether a novel item is an example, but on the _support_ given for the decision.

A data-retrieval chart should be used to record data on the three examples and to facilitate comparing and contrasting the examples on key dimensions--the critical attributes. To ease data gathering and increase the meaningfulness of each example, examples should be real rather than pictures or other representations whenever possible. For the concept _work_, we might use school workers: the work done by custodians, cooks, and the principal. For natural resources, local should be the selection criteria (e.g., a nearby body of water where workers fish, a mine where minerals are retrieved, and a farm where the soil is tilled).

Once formed, these initial ideas can be extended to novel examples. Here, the application task for students is to decide whether the new item is another example and to support the decision.

The second study builds the generalization that these two concepts, work and natural resources, interact. This will be done by engaging students in the study of four cases of such interaction. A second grade social studies text should be helpful at this point. Text 'X' has a unit on farming communities. Four farm families are portrayed and, thankfully (for the sake of idea building) important differences are present. One is a dairy farm in the Midwest of the United States. One is an apple orchard in the Northwest. One is a rice farm in rural Japan. One is a wheat farm in the Soviet Union. As students study each, the guiding question on the data-retrieval chart is, How do natural resources and work go together? As they study each, students learn how each family member's work is linked to the natural resources present. As well, they can compare the people they study on such character dimensions as persistence, community service, and the way they sacrifice some personal wants and freedoms for the good of the family and farm. A model of each farm should be constructed in the classroom that includes the actual planting of the respective crops (grass, apple, rice, wheat) in milk cartons. Community people who know about planting can lead these lessons. It would be desirable for students to act in a play on farm life in one or more of the four settings. The cultural life of these communities will also be developed (see Goal #3).

Again, the four cases should be studied with a maximum of active student participation, role-playing, story telling, and the like. A dramatic reenactment of the Johnny (Chapman) Appleseed story would be ideal here. Each case not only should be compared with the others (using the data-retrieval chart); but, in order to build flexible representations of this knowledge as well as flexible access to it, each case should be examined from the perspective of the others. For example, students might role play the dairy farm family's reactions to the news of the rice farm received in the mail. The daughters could be pen pals.

Fifth Grade

Here again we will want to work within the broad content of American history. For the sake of depth, it will be helpful to build the geography idea on the case studies already selected under the Democracy goal. Five promising cases for this purpose are the second (the work of the Iroquois), third (the work of colonists), fourth (the work of the men who framed the Constitution), sixth (the work of slaves), and seventh (the work of pioneer women). Learning in and across each of these should be supported by adding another dimension for comparison, in addition to democratic decision making: the relationship of work to natural resources. Specifically, the guiding question for crisscrossing these five is, Do local climate and natural resources determine local occupations and customs?

A hypothesis-testing format, coupled with cooperative learning teams, might be used. The guiding question is posed when the first case (Iroquois) is begun. Students' first task is to write a hypothesis on that question, with as good a supporting statement as they can muster given their presently limited knowledge. These statements are posted under the guiding question on the bulletin board. (Recalling Goal #1, also on the wall is a data chart on democratic decision making.) Then, as each case is studied, students retrieve their statements and revise them based on the data they have just gathered. After all cases have been examined, students again revise their hypotheses. This time, however, they change the label from Hypothesis to Generalization because the statement is now, on evidence, thought generally to be true.

Then, students are assigned to cooperative learning teams, specifically, "Jigsaw." Each of the five team members is directed to develop expertise on a particular case so that he/she will be able to help teammates review information pertinent to that case. The five expert groups meet several times to review and gather new information (see Goal #3) on their case, and then return to their respective teams to coach their peers and review for an exam over the five cases. After the review, each team creates a consensus generalization on the guiding question, one to which each team member can agree. The information provided on each case should help them generalize that the relationship is not one of determinism, but influence.

A helpful extension/novelty task would involve a sixth case. This time the case involves a class visit to (or a guest speaker from) a local high-tech industry. Students' task is to make and support a decision on the relationship of the work being done there to local natural resources. Of course, no relationship may exist, but that is for them to decide (and support)

Goal #3: Anthropology

A. Basic Ideas

(1) Humans are more alike than different.

(2) People and cultures are different, and that's ok.

(3) All societies (human groups) have a culture: patterns of behavior (customs), values, norms, beliefs, and material products.

(4) Human beings are in part products of their culture.

(5) Culture, like any knowledge, is learned socially.

(6) Cultural change occurs always, and at an accelerating rate.

B. Relationships Among these Ideas.

The first three compose a single network of ideas. That is, they are three aspects of the same idea. Similarly, the fourth and fifth are a single network. The sixth is implicated in the others, but can stand alone pedagogically.

C. and D. Organization of these basic ideas for presentation to students (same response as given above, under Goal #2: Geography).

E. Second and fifth grade sample curricula. Key Idea: The network of the first three ideas. As well, in the fifth grade, the sixth idea.

Second Grade

For the sake of depth, it will not be wise to add additional cases under this goal. Rather, we will work with the four cases studied under the geography goal: the farms in the Midwest, Northwest, rural Japan, and on the Steppes of the Soviet Union. A data-retrieval chart will guide data-gathering and crisscrossing on these dimensions: art, costume, play, food, housing. (Other cultural dimensions, such as history, government, and religion, probably will be too difficult for these children and can be left to the fifth grade.) Data sources on each case will need to be rich--films, stories, legends, and the like. So as not to overburden the teacher (in addition to our concern for depth), it makes sense to develop the cultural understandings along with the geographical idea, using the same cases.

Throughout the case studies, the teacher will need to be a model of respect and appreciation for cultural differences. Indeed, students should learn from her example that it is fully possible to take delight in these differences. It will be helpful, too, if a story or play on intercultural tolerance and appreciation can be presented.

A helpful application task, after the study of these four cultures, will be for the students to gather information on the same dimensions (art, costume. . .) about their own ethnic groups. Parents should be involved, and a multicultural classroom luncheon, with students in ancestors' costumes, might culminate the task. In a sort of ritual of tolerance, students from each ethnic group might be led in an expression of gratitude to each other ethnic group for its special contribution to our pluralistic, democratic way of life.

Fifth Grade

Here, too, the cultural understandings should be developed on the same cases used for geography (for the same reasons of depth and dimensionality given above). Recall that the Jigsaw groups used for hypothesis testing in the geography unit were to gather new information on the five cases in addition to reviewing data already gathered (see Geography, fifth grade, above). That new information will be on four dimensions of culture: education, cultural change (key idea #6), government, and religion.

A helpful application task would be for students to gather information on these same dimensions on a sixth cultural group, a contemporary group from Asia or Africa. It is important that the selected culture fit meaningfully with the teacher's American history curriculum, adding more depth, cultural depth, to what already was going to be covered. For example, if the teacher develops the history of slavery, then attention to an African culture would be justified; or if the contribution of Ancient Greece to our democratic decision making is developed, then Greek culture might be studied.

Whatever the culture selected, its study should commence with a concept formation lesson (see above for details) on the idea of ethnocentrism. The three examples used to build this idea might involve: an ethnocentric statement an American might make about that culture; an ethnocentric statement a member of that culture might make about Americans; an ethnocentric statement a member of another culture might make about members of that culture.

Throughout the case studies, the teacher will need to be a model of respect and appreciation for cultural differences. As well, following the concept lesson on ethnocentrism, the class should hold a discussion on ethnocentrism in which students can share incidents where they have been pre-judged on the basis of cultural differences and their feeling about the phenomenon. Also, the teacher should relate (through stories or otherwise) incidents of damage done by ethnocentrism. Moreover, she might at this time announce a Democratic Citizenship Award (or James Madison Award). It would be given at the end of each month hereafter to a member of the class who best exhibits the values of tolerance, fairness, equality, and care for the common good.

Additional Ideas About Ideal Curricula Gleaned from P3's Interview

Scope and Objectives

In the early grades, especially the first grade, P3 would "work on the heart"--virtues, ideals, and appreciations--while identities are being formed. Thus, P3 would emphasize values and appreciations for the planet, caring for one another, respecting rules and laws, and so on. The curriculum would include rituals and activities designed to reinforce key values, such as appreciation to cultural groups for their contributions to the richness of our lives or democratic citizenship awards to students.

Content Selection and Organization

P3 borrows many ideas from Taba but finds her unrealistically fussy in her taxonomy and in the discriminations that she made among teaching strategies and within teaching strategies among the kinds of thinking that students should be engaged in. Students should be informed about what kind of thinking will be required in a lesson or activity, but this can be done somewhat less formally and more generally than Taba prescribed.

P3 also finds Taba overly linear, for example, in separating a prior data-gathering phase from a later data-processing phase. P3 notes that the task of processing information is often what motivates the gathering of the data in the first place, and that one does not have to wait until every single datum is gathered before one can begin comparing cases (in this regard, P3 cites an analogy suggested by Rumelhart and Norman--you do not have to wait until your house is fully furnished before you start arranging the furniture; you can begin arranging the furniture while the truck is being unloaded).

A final problem that P3 sees with Taba is that she treated knowledge as an unproblematic fact, whereas much of it is social construction open to multilogical criticism.

P3 would compact the material currently taught in the first three grades into the first two, using grade three for a world cultures course.

Important thinking skills would be described and taught, not just exercised through questions or activities.

Questions and Discourse

P3 would use four types of classification questions, arranged in mixed sets to provide variety: (1) present a single item and ask whether or not it is an example of the rule; (2) present a set of items and ask the student to classify them as examples or nonexamples; (3) present the rule and ask the student to provide an example (production question); and (4) present a nonexample and ask the student to make necessary changes so that it becomes an example.

P3's Written Critique of the SBG Social Studies Series

Sydelle and Lyle Ehrenberg, both students of Hilda Taba, developed one of the earliest teacher inservice programs on teaching thinking in the classroom. It is probably the best of the lot. Like Taba, they never gave a moment's thought to stripping thinking away from content. Instead, they worked with teachers on how to help students learn content deeply by thinking about it in particular ways. Watching Sydelle conduct a demonstration lesson was always instructive. She was a model of considerateness way before the idea gained currency in the reading literature. Vivid in my mind as I tried to comprehend this elementary social studies series was the way Sydelle would introduce a lesson by telling her students what kind of knowledge they were supposed to develop in the lesson to come. In some lessons, they were only to gather data about some person, place, or event; in others, they were to see how two or three persons, places, or events were alike or different; in others they were to develop an initial idea about something, say, the Industrial Revolution.

I was struck most by the last. For the first time in my teaching career, I really understood that when I wanted my students to develop an understanding on some topic, it was necessary to ascertain what level of understanding the group was ready for. Were they to extend and refine an idea already formed. Were they to construct an initial idea? Often in the elementary grades, it is the latter. Making such determinations requires no small degree of pedagogic sophistication on my part to know where the group's knowledge of a topic fell on a continuum of understanding and to partial in individual and cultural differences. And it required of me no small degree of knowledge of the topic at hand. I had to have formed more than an initial understanding of the topic myself in order to conceptualize that continuum, to diagnose more or less accurately my students' place on it, and to figure out the subject matter (and find the materials!) that would help students develop that level of understanding.

The main criticism I have for this elementary social studies series is that it generally gives no indication that such reflection occurred to a significant degree. It does, however, indicate another sort of reflection--not on levels of understanding but on the matter of depositing in students a warehouse of information on which they might in later grades build understandings. The warehouse's contents appear to have been selected with ample attention to the following criteria, all within the expanding horizons curriculum framework:

1. emphasizing the multicultural nature of society
2. supplementing information about the United States with information about other societies
3. mentioning most of the facts that might be relevant to a topic
4. representing the fields of geography, history, economics, and sociology
5. representing basic democratic values (e.g., liberty and equality)

To be sure, none of these criteria is silly. Even the third, an easy target for pedagogues arguing that meaningful learning cannot obtain from a broad coverage of a zillion-or-so facts, is not without justification. In a democratic society, organized under the ideal of popular sovereignty, a common understanding of the facts is critically important. Facts are important, and it is unwise to launch straw man attacks against them.

Yet, this elementary series could do better than presenting a parade of facts, even when the facts are treated with multicultural and international realism. It could have as its goal not that students stock a warehouse but that they develop initial understandings of a limited number of key ideas. This goal would require a re-thinking of what constitutes considerate text for elementary social studies.

Considerate text has to mean more than the now-popular generic list: frequent, descriptive headings; apparent and helpful openings and closings, and transitions; etc. These are important but fall short of considerate text in the strong sense. In social studies, considerate text can be composed only by people who understand the subject matter deeply. They understand at the general level that social studies subject matter is unique. It is an incredibly complex terrain--a swamp, a jungle that is in the main ill-structured _and_ multilogical. Sense making in situations like this is, if I may slip into hyperbole, a heroic journey--long, involved, arduous, gratifying, perplexing. More specifically, the people able to write text for such terrain know the subject matter well enough to help the elementary school student construct an _initial_ idea--really, an initial model--of the terrain being explored.

This series does not provide much of that sort of help. Perhaps the writers did not themselves possess sufficient subject-matter knowledge. Perhaps they have not themselves built these models, but only stocked a warehouse which they are now conveying to these young readers. Or, perhaps the series does not provide this help because the pressure from lobbyists for history and each of the social science disciplines to include all _their_ facts in the parade overtakes the more semantic goal of helping students construct initial understandings. The sort of considerateness I am referring to cannot run across curricula. It is deeply rooted in the content under foot. This kind of considerateness would assist the initial model-building goal in several ways, four of which follow.

Communicating the nature of the goal. First, it would communicate the nature of the goal to students. This is in contrast to telling students the territory that will be covered (though that would be better than nothing, which was often the case). It would tell students not only that they were about to study communities X, Y, and Z, but that in doing so they were going to build in their minds an idea about what all communities have in common; not only that they were about to study changes in the way goods were produced, but that in doing so they were going to build for themselves an understanding of what caused the Industrial Revolution and how it, in turn, caused changes in family life and work in this country. This Directed Study Question that students are asked at the beginning of each lesson in this series is a step in the right direction, but it is no substitute.

Exposition directed at the development of a limited number of initial ideas. Second, exposition would move systematically and cogently toward helping students assemble a coherent understanding, whether a model of how all communities are alike (the concept, _community_) or a model of the causes and effects of the Industrial Revolution. In this way, writers would be working with readers to help them form for themselves, "inside their own heads," the idea at hand. This means that facts would be selected because they are relevant to building that model; explanations would be tailored to helping the reader see how those facts are related to one another, and how they are related to building the model. In this way, perhaps the forest would not be lost to the parade of trees.

For example, working with the idea _rural community_, this exposition could take shape as a description of two rural communities in the United States. This would be followed by an explanation of how those two are different, and then an explanation of how they are alike, thus making them both examples of the one idea called _rural community_. This initial idea then could be extended, once formed, by describing a third, very different example (e.g., a rural Japanese or Nigerian community) _and_ explaining how it has, in spite of its uniqueness, the same critical attributes as the first two, making it yet another rural community.

Or, moving to the fifth grade and working with causes and effects of the Industrial Revolution, students might first be told the effects: most of them live in cities, not rural farms; most of their parents work away from rather than in or around the home; students are schooled away from home; and, they live in small, rather than extended families. Then, they might be helped to build a model of possible causes for those effects. This series manages to lose the Industrial Revolution altogether in the trees of textiles, factories, and interchangeable parts.

Controversy. Third, because so much of the social studies terrain has a multilogical character, explanations should help students construct a model of a topic that incorporates the fact people disagree about what actually happened, what caused it, its effects, and whether it should have happened or not. What precipitated the American Revolution? It was not taxation without representation, but the controversy between rebels and loyalists over the matter of its fairness. Who fired the first shot at Lexington? Ask the British. Was the proposed Constitution a good idea? Patrick "Give Me Liberty Or Give Me Death" Henry loathed it. Composing multilogical explanations requires that the writers know more than the victors' interpretation of events. More deeply, writers have to be committed to knowing what Schwab called the substantive and syntactical structures of the subjects about which they are writing. This includes knowing that knowledge is power, and that the central curriculum question after "What knowledge is of most worth?" is "Whose knowledge?" This way they can write about more than the trees. And, understanding that knowledge is a social, not private, construction, they might themselves believe and be able to show in their explanations that usually there is more than one view of the forest, whatever the topic.

The Global Connection. Fourth, in addition to controversy, the model-building explanations should incorporate, better than this series has, the multicultural/international nature of the topics at hand. The expanding horizons framework does not help here. Nonetheless, writers can work within it by including cultural variation into concept-building explanations (see the rural community example above).

Additional Critique of the SBG Series Gleaned from P3's Interview

Content Selection and Organization

There is little coherence within or across units. Individual lessons are mostly independent modules rather than building blocks within integrated units.

The first three grades are thin in content, both in terms of the sheer amount and in terms of the fact that much of it is redundant or about things that the students know already. All of the information about communities could be included in the second grade so that third grade could be used for something else such as comparative world cultures. As it is, there is not much cross-cultural treatment of the concept of community, nor of such key ideas as that humans are more alike than different but that people and cultures are different and that is okay.

Coverage of American government misses the main ideas about democracy (power flowing up from the people, etc.) and instead focuses on essentially minor details. Furthermore, the notion of democracy that comes through is vulgar majoritarianism--majority rules. Little is said about the protection of the rights of minorities. The beginnings of a clear statement about our democratic form of government appear on page 168 of the fifth-grade text, but even here, the discussion moves quickly away from this basic idea into the distinction between a republic and a democracy, without ever really forming an initial idea of what democracy means. The passage is a nice review for those who already have the initial ideas, but it is not effective as explanation for understanding for those who do not.

Similarly, in grade four, even the basic idea that local geography helps to fashion local culture gets lost in the sea of examples that are never related back to main ideas. The examples do, however, give a good feel for what things look and feel like in the different geographical areas (rain forests, deserts, etc.).

There are useful lists of main ideas at the chapter level, but these do not appear until the ends of the chapters. They should be moved to the front. As it is, there are not clear unit introductions or summaries, and the things listed as objectives in unit introductions tend to be miscellaneous facts rather than key ideas. Thus, the text gives students the idea that social studies is about warehousing facts. To use it effectively, the teacher would have to have a clear enough grasp of the content to be able to tease out the key ideas and organizational structures and clarify these for the students. The text lacks both coherence and reader considerateness.

Questions and Discourse

The questions called "critical thinking" questions do not have anything consistent in common and rarely call for critical thinking as this is usually understood. Nor is there any attempt to try to tell the student what critical thinking is or how to do it.

The directed study questions at the beginnings of lessons tend to be good ones, and many of the other questions are good to the extent that they support learning of the main ideas. Many of them do not, however.

There should be more application questions that require students to predict or evaluate new examples in terms of generalizations or principles they have learned. The existing factual questions are not bad so long as they help develop main ideas, but extraneous ones should be eliminated and there should be addition of more application questions.

Activities and Assignments

A major criterion for judging activities is the degree to which they help students develop and elaborate main ideas rather than scatter these ideas to the winds. Some of the provided or suggested activities meet this criterion, but many do not. Many of the practice masters, workbook pages, and suggested activities would distract students from main ideas rather than help to develop them.

The practice masters could be made more student-considerate by entitling them with indications of the key ideas that they support rather than just with the name of the company.

Most of the skills exercises do not actually teach skills but only provide occasions for using them, as in the "Using Skills" heading.

APPENDIX T1

T1's Written Statement About Ideal Curricula

Ideal Curricula

1. I agree with your key features. I try to emphasize certain ones more than others, but each seems dependent on the others, or an extension of the others.

Balancing breadth with depth is becoming more difficult as more objectives are required each year. "Organizing the content around a limited number of ideas" seems to be the means for achieving "the balancing of breadth with depth."

"Opportunities for students to actively process information and construct meaning" is a major goal of mine. Integration of skills from one subject to another gives purpose to instruction. This is how students can take their basic knowledge from reading, math, and writing and apply it to further develop those skills at a higher level of thinking. Giving students the chance to use these skills is one of the most important jobs we have as teachers. I believe the emphasis should not just be on the word "opportunities," but on opportunities to integrate skills to actively process information and construct meaning.

2. (a) Motivating students is a key feature for curricula, but often textbooks fail at this endeavor. Teachers are often left to their own devices to search for motivational ideas and methods to get across the necessary objectives. Part of this comes from pushing facts instead of concepts, as so often happens in social studies. Variety in presentation and student involvement is motivational and needed. There is always more than one way to present a lesson. Lessons need to fit the needs and interests of our students. Materials need to be varied and to consider the diverse group of students we teach.

(b) Assessing students in a relevant manner is also a necessary feature of the ideal curriculum. I find most tests that come with social studies texts to be inefficient. Pre-and-post testing of specific concepts for overall understanding is important. Students should be tested on what is taught and not on what the book expects them to learn. There is rarely an evaluation of concept learning, particularly in elementary school. Students who know how they are progressing seem to strive to do more and learn more.

I have added these two key features (motivation and assessment) because of the broad-based definition of curriculum that you gave us. I feel that these two features are just as important as the other five. Without them, the curriculum is incomplete.

Generalizations for Goals

In developing important generalizations, I have combined the three goals because they are so closely tied to one another. In answering your second question on relationships, I found that they were so closely interconnected that to separate even the generalizations by goals did not make sense. I found them to all be tied to a central theme of how people relate to one another and the environment. There are several cause/effect relationships between the goals that cannot be separated and are all parts of a whole picture. They seem to be in a circular relationship:

To develop appreciation and understanding of various lifestyles, students must understand the environment and its effects on people's lifestyles. Students must also understand the necessity of laws and government to protect those environments and lifestyles.

I will list the generalizations and include key objectives for the students under each generalization.

1. Different environments cause varied lifestyles (cultures) of people.
    a. list basic needs of people
    b. identify various landforms

c. identify causes of various climates

d. identify natural resources of an environment

e. given the landforms, climate, and natural resources of an environment, students predict types of homes, clothing, food, occupations, and activities of people

f. compare effects of various environments on people's lifestyles

2. Traditions and beliefs cause variety in people's lifestyles

a. identify family and group traditions

b. identify how strong traditions and beliefs affect people of various cultures

c. compare traditions and beliefs of various cultures

3. People make rules for a safer, better life

a. identify need for rules

b. identify basic rights of people

c. explain process for making laws at various government levels

d. identify ways laws are enforced

e. identify ways basic rights are protected in the U.S.

f. recognize levels of government (city, state, national)

g. identify basic functions of each level

h. define democracy

i. compare various forms of governments (democracy, dictatorship, etc.)

4. Economics directly affects environment, government, and lifestyles

a. identify how natural resources, landforms, and climate affect the economics of a people

b. predict how environment affects the economics of a culture

c. define interdependence

d. analyze economic interdependence between people

e. identify economic changes caused by technology

f. predict how technology changed lives in America

5. Changes in environment cause changes in people's lifestyles, economics, and government

a. predict how changes in natural resources affect people, economics, and government

b. predict how changes in landforms affect people

c. predict how changes in climate affect people

d. evaluate importance of protecting one's environment

6. Changing laws or government can change people's lifestyles

a. recognize need for fair laws

b. recognize need for equal rights for all

c. recognize importance of good leaders

d. identify qualities of a good leader

e. identify important changes made by good leaders

7. Cultural differences contribute to a more varied and interesting life for all people

a. compare cultural differences

b. recognize literary and artistic contributions from various cultures

c. recognize scientific and technological contributions from various cultures

d. recognize importance of developing talents and new ideas

e. describe importance of cultural differences in America

I believe that these generalities will convey to students "meaningful understandings, integrated and applicable learning that can be accessed and used when relevant in a broad range of situations in and out of school." In Texas today, our social studies program is too focused on self and facts. Students can't see themselves as an important part of a whole picture.

Students are learning about themselves as important people, Texas, and American history. They do not see other cultures and how we all fit into society with each other. American history and Texas history are taught through facts, dates, events, etc. and should be taught as an understanding of the great variety of people's lifestyles that make up this great society, and what caused those changes that have made this nation today. By teaching these broader concepts, students can see why changes occur among people and apply that learning to events today and yesterday.

In arranging these generalities into a plan for the curriculum, the same generalities would be taught each year, but in a more complex way. They should be taught from a global point of view, not a tunneled point of view. People should be the focal point.

These generalities follow a logical order or progression. Studying the environment first makes the most sense, since this is most familiar to the child, and this concept is needed for understanding the other concepts. The understandings build on one another: from environment to traditions and beliefs, to need for government, to economics, to changes affecting all of these, to appreciation for the differences in our diverse cultures. These follow the logical order of simple to complex. Each generalization would also follow this same simple-to-complex pattern as the child progresses through grade school.

Second Grade

Generalization: .Different environments cause varied lifestyles of people

Lesson 1: Objectives:

1. students list basic needs
2. students discuss where their basic needs come from

3. students compare likenesses and differences of how their basic needs are met with friends they know (home, dress, food, occupations, activities)

4. students compare their dress, homes, food, etc. to those of people in Hawaii

Lesson 2: Objectives:

1. students define climate
2. students predict that type of climate depends on proximity to equator
3. students predict that climate affects types of food, clothing, homes, activities, occupations of people
4. students compare climate in Hawaii to their state

Lesson 3: Objectives:

1. students define natural resources
2. students distinguish between natural and man-made resources
3. students make a map of natural resources of their state
4. determine natural resources of Hawaii from a map
5. make a chart comparing natural resources of their state and Hawaii
6. predict how natural resources affect lifestyles of people

Lesson 4: Objectives:

1. identify on a map various landforms
2. compare Hawaiian and state landforms on a map
3. predict how landforms affect people's lifestyles
4. list three things that determine people's food, clothing, housing, activities, and occupations

Lesson 5: Objectives:

1. make a map of landforms and natural resources with a key of a make-believe place

2. draw a picture of the people that inhabit this place showing food, clothing, housing, occupations, and activities

Lesson 6: Objectives:

1. given a picture, students predict climate, landforms, and the natural resources of a culture
2. write a paragraph explaining how climate, landforms, and natural resources affect a people's lifestyle

Lesson Plan for Lesson 3: Natural Resources

Give pretest to determine that students do not understand about natural resources and how they affect their lives.

Objective: "By the end of this lesson, you will know the difference between natural resources and man-made resources and predict how these resources affect how people live."

Focus: Have transparency overhead showing the state with symbols for major natural resources. "This is a map of (your state). What can you find out by using this map and key about your state? (students respond)

Why do you think these things are called natural resources?

Activities: Put second map on overhead with man-made resources. Discuss the differences between natural and man-made resources.

Students read in text about natural resources in their state. Each student is given a map of their state. They are to make a key and symbols for natural resources of their state. Then map resources using symbols. (This can be done independently or teacher directed. Students need to know directions on a map before this lesson.)

Students read a map to list the natural resources of Hawaii. Discuss the natural and man-made resources of Hawaii.

Given a chart, students list natural resources of Hawaii and the natural resources of their state.

Discuss differences between their state's resources and Hawaii's.

Use a transparency to review how climate affected people's homes, food, etc.

Given a picture of people of Hawaii (ditto) showing lifestyles, students write a paragraph telling how the natural resources of Hawaii affect people's homes, food, clothing, activities, and occupations.

(This lesson will take more than one class period).

Fifth Grade

Generalization: Different environments cause varied lifestyles of people.

Lesson 1: Objectives:

1. define specific landforms (i.e., plains, coastal plains, mountains, deserts, etc.)
2. identify specific landforms on a map
3. identify ways landforms affect people's lifestyles
4. identify regions of the U.S.
5. compare landforms of various regions of U.S.
6. make a map of regions of U.S. and their landforms
7. compare landforms of an area to predict food, home, etc. of a people (U.S. regions to Alaska)

Lesson 2: Objectives:

1. list ways climate affects their lives
2. predict how distance from equator, large bodies of water, mountains, plains affect climate
3. predict that rain falls on western slopes of western mountains and east sides are dry and desert areas

4. show pictures of people's cultures, students predict climates of their areas

5. write a description of how climate affects people's lives in Alaska

6. compare climates of various regions of U.S. to Alaska

Lesson 3: Objectives:

1. distinguish difference between natural and man-made resources
2. make a map of natural and man-made resources of a U.S. region
3. make a chart of each region's natural resources
4. compare differences of lifestyles of people caused by natural resources
5. compare natural resources of a region of U.S. to natural resources of Alaska

Lesson 4: Objectives:

1. predict homes, clothing, food, activities, and occupations of various cultures
2. Given climate, landforms, and natural resources, students make a map of a land and write a paper describing the people's lifestyle.

Lesson Plan for Lesson 3

Pretest to determine what students know about natural resources and how they affect people's lives.

Focus: Show transparency of a culture that shows the lifestyle. Students brainstorm what they can about these people's lives.

Predict climate of area.

How do the landforms affect the people's lives?

What natural resources are affecting their lives?

Activities: Students define natural resources. Teacher writes definition on board and revises it as students improve definition.

Discuss differences between natural and man-made resources.

Divide students into groups. Students use text and are given a map of a specific region of the U.S. Students make a key and map of natural resources of their region.

Each group orally gives a report of resources of its region. Others take notes.

Students chart each region's resources using text, map, and notes.

In groups, discuss how the natural resources of their region affect homes, clothing, food, occupations, and activities of the people. (Allow about 10 minutes).

Have an open classroom discussion of the various U.S. regions' resources, climates, and landforms.

Show transparency of Alaska--discuss resources. Students write a paper describing how the climate, landform, and natural resources affect Alaskan lifestyles.

Extension: Students write a paper comparing and contrasting another U.S. region to Alaska.

Additional Ideas About Ideal Curricula Gleaned from T1's Interview

Content Selection and Organization

Do not try to cover both U.S. history and U.S. geography in fifth grade, one will be lucky simply to get through history.

Important facts can often be taught and learned easier if strung together within stories or other illustrative examples that can be conveyed in narrative form (this idea is taken from P2). Similarly, bundles of facts can be built around discussions of illustrations (the sunny and rainy sides of a mountain, the schematic view of Jamestown). Students both attend and learn better when facts are packaged this way rather than taught through read, recite, and fill-in-the-blank approaches. Also, the students learn how things fit together and what it all means in terms of people's goals, motives, and actions. Sometimes T1 makes a mural, such as an illustration of the clothing, housing, and activities of a certain Indian tribe, then uses the mural to tell a story about who these people were, what they did, and so on. Then one can introduce another tribe and have the students compare and contrast and then answer prediction questions.

Diagrams and visual illustrations are especially useful when teaching about processes (how the government works, how a bill becomes law).

In teaching vocabulary, consider word webs and related techniques instead of matching, fill-in-the-blank, use in a sentence, etc. Doing word webs with students on the board can be a good way to get in a lot of review as well as to work on vocabulary. You can begin with a word like "democracy" and then put down different ideas that connect with it and discuss these as you go.

Assignments and Activities

T1 has each student keep a journal throughout the year in which to write things that seem important or worth noting (not just in social studies, but in general).

Descriptive writing assignments are useful at all grades in social studies (have students describe the Boston Tea Party, life in the New England colonies, etc. Sometimes have them take a particular point of view, such as that of a child in the situation).

Sometimes certain content lends itself to certain types of activities. Any issue or conflict can be a good source for a debate. Topics that are treated in detail in the text or elaborated through easily available outside sources are good ones for research and lengthy writing assignments. Processes (how a bill becomes a law) or key events described in some detail (the Constitutional Convention) can be the basis for dramatizations or role play. Multiple or parallel cases of the same phenomenon (life in different colonies, information about different colonial leaders) provide a basis for dividing the class into groups to work on separate examples. Sometimes more than one of these formats would be equally useful from a social education perspective but one is chosen because it fits well with current language arts objectives or because other forms have been used recently and the new one is chosen to inject variety.

Jeopardy is a useful game format in which to do review, because it allows for different levels of questions worth different numbers of points.

Assessment and Evaluation

Tests need to be worded carefully in order to avoid confusion (multiple choice formats and "why" questions can be confusing to certain students). T1 emphasizes short answer essay questions that require students to describe, compare, list reasons, etc.

For open-ended essay questions, additional structuring can be helpful (e.g., support your answer with "three facts," or "two examples").

If integration of language arts into social studies is going to mean imposing language arts requirements on social studies assignments and grading for them, one can assign two grades, one for the social studies content and one for the formal language arts criteria.

T1's Written Critique of the SBG Social Studies Series

SUMMARY

Evaluating the Silver Burdett and Ginn Social Studies Series has been interesting, difficult, and informative. I now know why I usually change my units a great deal from the book presentations. I thoroughly agree with your features for ideal curricula: in-depth, powerful ideas and their relationships, activities for active processing and for problem-solving skills. Texts often do not do part or any of the above. This series has some features which are commendable, and some features that are lacking. It seems to follow previous formats of filling the books with facts and details but not giving the student the chance to see if theories work. Students are not led to understand relationships among people, the environment, government, and economics, but are filled with details about each area. What good are facts if they can't help students to figure things out?

The format seems to be to introduce the unit with a theme. Then objectives for the chapters should contribute to that theme. This seemed to be the case in the lower grades, but the main theme or goals became more vague or of less importance as grade level increased. The students were asked to read and answer questions as most texts have always done. There were projects for each chapter as well as different levels of activities suggested. These activities took into account the varied levels or needs of students. There were several types of questions, but unfortunately most were at the knowledge level. The best questions were at the ends of the chapters and units. The visual thinking skills questions were very poor and of little use. I would have eliminated them from my lessons.

The activities suggested for each unit were worthwhile. They involved the students in discussion, art, writing, charting information, research, debate, dramatization, map making, etc. They were challenging and often could be used as assessments of understanding of major ideas within the unit. The Teacher-to-Teacher ideas were also usually worthwhile and a help for developing concept understanding or review in an interesting way. Worksheets were varied in quality. Some were useful, but more were not. I seldom use worksheets. The map skills sheets with each unit were good reinforcement. Many of the sheets were too low a level or really accomplished nothing. The vocabulary activities were especially low level. I cannot see any use for seek and finds or word scrambles. Vocabulary development was generally weak throughout the texts. Word webs would be a good activity to add for vocabulary development. The posters and illustrations were excellent but were not put to their full use. They could have been used for students to draw conclusions and make comparisons for further concept development.

The inserted profiles of important people in history were excellent. The small inserts of background information for the teacher were useful also. This could have been developed even further. I spend a great deal of time trying to find more in-depth information about units we are studying. Inserts of true accounts would have been helpful. These seem to really interest the students and give them a true feeling for the time period. I hunt for these to read to students. The bibliography at the beginning of the book for teachers and for students is also very helpful. I wish it had been developed even further and added to the beginning of each unit instead of at the front of the book. I always bring in as many books as possible about our current unit and read some of these to the students.

As far as assessment goes, I found this to be an area that needed improvement. There were no preassessments of any kind. The chapter tests were all multiple choice and essay but were testing mostly on the retention of fact-level knowledge. I prefer more varied questions but focused more on the overall concepts. Some questions should have been included that asked for listing, comparing, drawing conclusions, and predicting to see if the student truly understood the relationships of important ideas. I did like the idea of testing both on content and on skills with each unit. I prefer to ask questions as simply as possible, so that I know the question does not interfere with the student's answer.

I had several major concerns with this series. First, I found this to be more of a knowledge, fact text than a concept-developing text that built on concepts from one year to the next. For example, I felt that students should not just see geography as identifying landforms, knowing what climate is, and listing natural resources for specific regions (which is essentially how these things were presented in this text). I believe that students should recognize landforms, but then should see how those landforms affect the way people live in various places and compare those effects. Then students should understand how changes in those landforms affect peoples' lives. Examples and further development could be carried out through all the grade levels, and in the process students would study a variety of people, which is what social studies is all about. A bonus in a process like this is the development of an appreciation for a variety of cultures. The students need to see how peoples' lives change, what causes those changes, and how history repeats itself through those changes. For example, students could conclude from many instances in U.S. history that people make major changes in their lives due to desire for land, fair laws, or government, for adventure, or for economic reasons. This theme is repeated in the establishment of the 13 colonies, seeking independence, the Civil War, and westward expansion. Concepts essentially were not used in this series. Students could draw some conclusions about some concepts from the material within the books if the teacher presented it in this manner, but the texts do not present the material in this way. Thus, this series is not as powerful as it could be with a little reworking. Major themes do run through all the texts, so concept development could have been accomplished.

Major understandings or ideas do run throughout the books, but not all are developed fully. These themes are the strongest in the series: The need for laws, leaders are important, three levels of government, recognition of landforms, natural resources, and holidays. These idea were just touched upon but not developed: Cultural differences, leadership qualities, customs and traditions, interdependence of city, state, and national government, economics, respect for the environment, and cultural contributions. If these had been developed to show the relationships among all areas, then students could have applied their knowledge in many given situations.

Some changes that could be made to keep this series from being so overwhelmingly full of details would be to use fewer examples, but to develop those examples to the fullest. For example, in the fourth-grade text, different types of regions are studied and many examples are used within those regions. If only two or three examples had been used but developed more thoroughly, students could have understood more about a few things instead of a few things about many examples. In other words, I think it is better to study fewer topics, in depth, than many, broadly. I also felt that the third grade text should have concentrated on the study of the students' own city or community and its surrounding area instead of studying Wilmington. The fifth grade and sixth grade books tried to cover entirely too much.

Some specifics developed in the series that I did like were the importance of women in history and the importance of blacks to our history. The cultural contributions of blacks were not developed though. Hispanic contributions were not an issue, and examples of problems in low socioeconomic areas were not discussed. Students in this situation would have trouble relating to very much within this text. I did like the way the series took into account the various levels of students within a classroom. Activities for all levels were included from gifted and talented to ESL to resource.

In specific grade levels, there were some things that I particularly noticed. In the first grade, there is an excellent unit on basic needs. The illustrations give good pictures for comparing long ago and today. It would particularly interest students the way it is done. In grade two, the Indian cultures chapters included wonderful illustrations that could be used to draw a great deal of information about the Indians' lives. I wish more units had been prepared in this manner. I often prepare murals like this so students can see the lifestyles or characteristics or stories visually as I tell about them. I also use them so students can draw conclusions and as an assessment tool to see if students can apply concepts learned in other situations. In third grade, the study of a student's own community or city should have been developed. The third-grade text is not very interesting. The fourth-grade text tries to cover too many topics and examples but has some examples that I feel students would love to study. Fifth grade and sixth grade also try to cover too much material but seem to be very interesting texts. Fifth grade needed more concept development and should not have tried to cover all of U.S. history. Sixth grade study of ancient civilization was excellent and very thorough. I don't see how all of the material in that book could possibly be covered.

I believe overall the texts are useful but have need of revision. More in-depth study built around concepts would help; as well as less material to be covered. The questioning and testing strategies need some work, but many of the activities are worthwhile.

It is obvious that the text follows a spiral organization. In other words, each year the material is reviewed, but either it becomes more complex or new ideas are added on. For example, the concepts of family, community, city, state, regions, and nation are like building blocks throughout the texts. The map skills are taught in the same way. History is taught in the same way from the bare minimum to total history. These connections definitely are necessary. I just wish each of these had been developed more in a concept fashion than in a factual knowledge fashion. I do not feel that they were connected as well as they could be. At the end of each unit there were some higher level questions that could have been used in most instances as concept questions for development in the unit instead of the knowledge-level questions that went along with the reading.

There was a great variety of teaching aids such as graphs, charts, pictures, maps, etc. Many of the pictures and illustrations are excellent. The first-grade examples in the units on basic needs are wonderful. They could have been put to better use as teaching technique, though. The only complaint I have with the pictures is that the questions that accompany them are so trite and simple. Many illustrations would have been great teaching aids if they had been transparencies. The picture on page 36 (fifth grade) is a good example. Having students draw conclusions from the landforms presented can be a whole lesson. It was not used to its fullest extent.

Timelines are used extensively throughout the book. Teachers can use these as good teaching tools, and their availability makes that job easier.

Tables and charts are also useful. Many of them are in the maps skills chapters, but there are some in other parts of the texts. They are very readable and some are very colorful. They show students many different ways to chart and read information. Graphs are used throughout the texts and are also clear and helpful. The lower grades do not have as many of these, but do teach the students how to read these aids.

As far as metaphors go, this would be where the text falls down. I would have liked more comparisons of all kinds in the text including metaphors.

The maps used in the texts are clear and colorful. They are easy to use for each exercise.

The teaching posters provided seem to be excellent teaching aids. Often posters or transparencies can help build concept lessons and are difficult to find. Teachers spend a great deal of their time hunting these materials and making their own.

The Fifth Grade Unit

1. Important ideas students are to derive and to what extent the ideas are represented in the stated goals of the unit.

The students should be able to derive many major goals from these four chapters.

A. Identify reasons various people came to America

B. Recognize landforms of the first 13 colonies and how they affected lifestyles of colonists occupations, homes, etc.

C. Compare and contrast lifestyles in New England, Middle, and Southern colonies

D. Trace the development of laws and rules in America

E. How did independence change these laws?

F. Describe leaders and their importance in founding of the colonies, striving for independence, and development of early American government.

G. Reasons people seek change (such as move to a new country, seek independence, etc.)

Unfortunately, the stated objectives for this unit did not reflect these goals and the unit did not cover the corresponding material. Identify the first permanent English colony, identify cottage industry, and locate events on a timeline are extremely low-level goals. Describe agriculture, industry, recreation, communication, transportation, and settlements from 1600 to 1850 is too broad a goal. There were almost no stated goals for Chapters 8 and 9, except in the chapter objectives. The chapter objectives could definitely be achieved but were stated only in the form of finding of facts within that chapter. They did use terms such as evaluate, summarize, etc., but these were applied to specific facts and not to major concepts.

2. Adequate development of material

The unit adequately develops the stated unit goals, since those goals are so poor. The material is easy to read and not lengthy. The pictures will capture student interest in several instances. The chapters seem to fully cover the objectives stated at the beginning. I wish the text would not try to cover so much, but give more true personal accounts to grab the students' interest. I always search through books to find ways to let the students feel the time period. For example, more in-depth looks at George Washington's life and Thomas Jefferson's life always interest my students and help them to appreciate the qualities of our early leaders. I have had them write a comparison of their lives, which has turned out to be a very successful writing assignment. Even my resource students can chart the differences and similarities with a great deal of success.

The questioning is at a very low level, likely to bore students so that they do a poor job. I usually make up my own questions or put them in a game format. Oral questioning, including drawing new questions from students' answers, is also very successful. Having students write about certain situations is a good way to evaluate understanding instead of answering questions.

There are some good questions at the ends of the chapters and the units that are higher level and draw more understanding. Placing these questions at the beginning of the chapter would let students know what to read for on a much higher level.

3. Evaluation of activities and questions

A. Comprehension questions--low level--just looking for details within the reading. Maybe these were designed for even the lowest students to answer, but I have found even my lowest students, if asked clearly, can answer higher level questions. A great deal depends on the way the lesson is presented. If the class is only asked to read, answer questions, and discuss, then this is the only type of question that could be used.

B. Visual Thinking Skills--really not worth doing. These are more very low-level and usually insignificant questions.

C. Motivation--Often these present a better objective than the chapter objectives present. I am not sure how motivating the students would find these activities, though. It would have been better to call this a focus on the material, rather than a motivation.

D. Caption questions--shallow, low level.

E. Thinking Activities--Most are very good activities, often at a higher level. These activities many students would find enjoyable and challenging, but not impossible. The activities are varied, which helps keep student interest up. They integrate many other subjects into social studies and I found them to be worthwhile. I would rather draw my grades from these activities for true understanding, than from the shallow questions.

F. The Teacher-to-Teacher activities are also very good. I found some of them in this unit to be successful activities that I have used in my classroom. Excellent! Teachers should be consulted more often!

G. The bits of background information every once in a while were helpful. I just wish there were more.

H. Chapter reviews--vocabulary development is weak. The statement of main ideas is good, but teachers will use this more than students.

Chapter Checkup is better questioning than the lesson development questions. Applying Knowledge activities are good, similar to the thinking activities.

I. Chapter overviews--I like the statement of the theme. I would use it for questioning at the end of the chapter, as a review. The projects are an interesting way to capture a variety of students' interest. I would probably use different ones of these as learning center activities, letting the students choose one they would like to do. The activities for special learners are a good idea, but I am not sure about some of them.

J. Worksheets--Map skills included in each chapter is a good idea, and these seemed to be worthwhile for these chapters. Some of the activity worksheets are better than the chapter questions, so would be worthwhile for drawing a grade. The seek and finds I find worthless, just busy work. Some students do enjoy these and I will put them in a center to do if they wish, but not often. Some of the worksheets I found to be challenging and worthwhile, better than worksheets we have had in the past. I just don't use worksheets often.

K. Tests--I most likely would not use their tests for several reasons. I change the objectives for the unit, and I want to test on those objectives. I try to word my tests in simple terms for easy understanding of the questions. The multiple choice format often confuses my lower students. I try to ask all levels of questions. I like the idea of a content test and a skills test, but again I would make up my own. My tests often include some writing just as theirs did, but I stay away from why questions. I might say describe, compare, list the reasons, etc.

4. Opportunity for application of knowledge.

The text offers a variety of opportunities for the students to apply knowledge. The Thinking Activities give opportunities for discussion, debate, dramatization, research, writing, making charts and maps, making diagrams, and many other activities. Often these are labeled easy or challenging for the variety of students in the classroom, which was helpful and shows that all levels of students were considered. These are the types of activities that show true understanding by the student or let the teacher know the student has gotten the facts he needs to accomplish the task.

5. I have probably already answered this question in my discussion on the tests in Question Three to some extent.

A. I did not find any preassessment activities or tests to assess prior knowledge.

B. See Question Three on how I would change my tests. These tests are more directed toward the knowledge level. I like to have students draw conclusions from the concepts that I have developed, but this text did not develop concepts, thus they did not test in that manner.

C. Again, the assessments do not tap the highest levels of understanding, but I do like the separation of content and skills and the inclusion of essay questions. I would test on understanding of concepts as well as recalling details that were important.

D. These tests would let the teacher know if that fact was learned or not for reteaching, but diagrams for drawing conclusions or listing of reasons or comparing important ideas would let the teacher know if her overall goals were achieved. I think that is where I have trouble with this text. There do not seem to be valid goals set to test except for the remembering of facts. For example, students could easily list reasons why people came to America and why they sought independence from this unit. They could also compare the lifestyles of the three regions of colonies and tell how landforms affected those lifestyles. The concept of people needing laws or rules or the need to change those rules could be tested. Concepts can be further developed or tested in a variety of situations, but just straight factual questions can only be reasked in one or two ways.

Second Grade Unit

1. Important ideas students are to derive.

A. Rules and laws help people get along with one another

B. Rules and laws identify rights and define responsibilities

C. Leaders in a democratic society make rules and laws to promote harmony, freedom, and opportunity in the community, state, and nation.

These are stated in the unit theme at the beginning of the unit. The objectives that fit each lesson reinforce this theme very well.

2. How adequately are the understandings developed?

The reading is again very simple and not lengthy. The illustrations show examples of the reading. The questions are also on the facts and students are not asked to draw conclusions about situations. Questions on p. 92 are a little higher level. The thinking activities help students to see the concepts more clearly. I would have included even more dramatic activities. More situation examples should have been provided for the teacher.

3. Evaluation of suggested activities and questions

A. Activities for special learners seemed more appropriate here than in fifth-grade; although I believe the activity for gifted and talented could be done by all second graders for better understanding of the theme.

B. The worksheets are mostly on the knowledge level. I see very little purpose in the capital city worksheet. A worksheet on recognizing the difference between a rule or a law would have been worthwhile. The worksheet on using a visual would have been much better if the students could have written what rules were needed. The Rules at School worksheet should have them write rules for something different, otherwise students will copy the example in the book.

C. Thinking Activities--again these activities probably lead to the best understanding for the students (compared to the other activities). These extra activities should have included more role playing for different situations where rules are needed. The unit project suggests this, but does not give the teacher examples which would have been useful.

D. The motivation activities were better and more interesting than in the fifth-grade unit and likely to promote more discussion and role play.

E. The Using Skills page is a good idea, but the questions at the bottom make it a lower level skill. If the questioning part had been left off, the discussion would show more understanding of the unit by the students drawing from their knowledge. Students could be asked to draw the same kind of examples in different situations and explain these situations or to write about the comparison.

F. The unit review is useful for assessing the fact level of understanding of important details from the unit.

G. Tests--the tests assess just what is on the unit review in a low-level way.

H. Again, I believe the Visual Thinking Skills to be a waste of time. Teachers will lead a discussion on a good picture or illustration automatically; probably with better questions.

I. The Teacher to Teacher activities are again good suggestions. They are not busy work.

4. Opportunity for students to apply the knowledge.

I have already stated many ways I would change the activities. I would add more role playing into this unit. For example, give students in a group some paper clips and ask them to design a game using the clips. After students find this difficult, give them one rule. After a bit, tell them to make up any rules that are necessary. Have each group explain their game and what rules are needed. A discussion on the need for rules and how difficult it is without them would result. Also, the need for a few clear rules can be seen.

Several discussion activities are suggested that help the students to express themselves, but few writing activities. I assume the publishers think second graders cannot write! They are wrong. Students could write personal experiences where rules or laws were not followed. They could describe a leader in their school or home or community.

Questioning is in the form of short answer or yes/no questions. Only a few of the questions promote more discussion. The thinking activities promote the best discussions.

5. Assessment.

A. I did not find any pre-assessment activities.

B. The assessment is on the details and not on the understandings in the unit. The activities help those understandings, though.

C. The actual tests are too low level. Conceptual understanding is not tested, just facts.

D. If the teacher only wants to know if they have memorized the facts, the tests are adequate. If the teacher wants to know if the student understands the need for rules and laws, the difference between rights and responsibilities, and the part leaders play in making rules and laws, the answer is no. I would give more diagrams or situations where the student must draw conclusions, predict outcomes, and analyze situations so that I know there is true understanding of the concepts stated in the theme.

Part C: General Issues

1. Students would derive that the nature of social studies is the study of communities, cities, states, the nation, and the world. It includes geography, history, government, and people. I do not believe students would see how these things work together completely.

2. The knowledge required by the teacher to use the material is very simple. Someone could pick up the series and have a variety of activities, tests, information for the students to read, and questions to ask for any level of child. The books do not tell you teaching techniques, so the teacher would have to know how to organize the unit, control the students, and organize the classroom as a learning environment. The teacher would have to know her students to be able to assign the appropriate things to fit their level and interest. The teacher would have to know how to pre-assess students' knowledge, since this was not provided. The texts give a great variety of activities for the teacher to choose what she feels most comfortable with and to know that not all of the activities could be assigned.

3. Provision for diverse students is probably one of the strong points of the series. The series is directed toward a diverse group of students. The reading level was kept simple enough for almost any level of student to read, but the activities are challenging enough for the brightest student to be interested and go beyond the readings in the text. The text seemed to be sensitive to minority students (although more to blacks than Hispanics) and to the role of women. Lower socioeconomic students might find things in this series hard to identify with, because problems in cities, states, or

communities in this area were not addressed. This could have been brought out with ways to help change those problems.

4. Content missing would be more on the way the material is presented. I would have included more material for students to predict outcomes and draw conclusions. Some areas I would have added to are:

Leadership--development of the qualities of a good leader

Cultures--present cultures more from a people point of view and how everything affects people. More on customs and traditions should have been presented, so students could develop more of an appreciation for various cultures.

As far as misleading content, I saw very little of that. I did not understand why so much emphasis was put on recognizing capital cities and not on what goes on in capital cities. I also felt more emphasis should have been placed on interdependence, between state and national government and between the U.S. and the rest of the world.

5. Deletions:

a. Units on social studies tools--these should be incorporated into the chapters so the students could see their true usefulness.

b. Third grade--the unit on Wilmington--this should have been developed for research and study through the students' own city or a nearby city. Concepts should have been developed through this study. The students should also study a small community. Then students could look at various aspects of other cities and communities to compare theirs to others.

c. Fourth grade--studying the various regions was all right, but there were too many places covered in each region. If it had been developed conceptually instead of factually, the need to study so many places would not be necessary. The study of the student's own state should have been emphasized more.

d. Fifth grade--It is impossible to cover all the material in the fifth grade book. If U.S. history was discussed on major concepts instead of on a sequence of time and facts, I believe more could be learned with a deeper understanding. For example: Teach students more about the people of the U.S. and why they made major changes in their lives (such as, move to America, war for independence, westward expansion, etc.). The reasons are often overlapping. The study of the development of government and laws in America would lead students to greater understandings of equality and the functions of our government and the great leaders that caused those laws. The book just tries to cover all events. It can't be done! The regions of the U.S. are important, but they should be compared through major concepts--landforms, economics, environment, types of people, and interdependence. The maps skills could be taught in the regions unit.

e. Sixth grade--The rest of the world cannot be covered in one year. The units on civilizations are wonderful, but maybe just comparing two ancient civilizations would be more beneficial. Then one or two areas of the world need to be left out. Since fifth grade has studied the United States, then two areas of the world important to the U.S. could be studied and compared to the U.S. economically, governmentally, geographically, environmentally, etc. I believe this would give students a better understanding of the U.S. place in the world.

6. Facts and details seem to be in proportion to the main ideas or understanding, but the whole series is based more on facts and details than on concepts or main understandings. There did not seem to be too much clutter. The side issues usually were on important people, which I felt to be useful. I would have liked even more true anecdotes or accounting included, so students could get a feel for the time period.

Additional Critique of the SBG Series Gleaned from T1's Interview

Content Selection and Organization

Much of the content, especially the history, would be more interesting and understandable to students if presented in terms of people and their motives (what they were trying to accomplish, why, etc.).

Including the Constitution right in the text was a good idea, but it was tacked on to the end of a unit and never really examined closely. It should have been a unit in itself.

Comparative culture material could have been brought in even in first grade, such as by studying families in different cultures. This would provide opportunities not only to develop knowledge and appreciation of other cultures, but also to view familiar cultural practices from a comparative perspective and thus come to understand one's self better.

The map and globe activities were good but could have been integrated into the units better so that skills would have been practiced in context instead of in isolation. Another reason for integrating map skills into the units is that, because in this series each year begins with a map unit, the students may spend a significant portion of each year repeating much of the same information about maps and globes.

There should have been diagrams about how the different branches and levels of government work, as well as comparisons between them in what they do.

The questions under pictures and illustrations should encourage students to relate what is shown to key ideas from the unit.

Guidance to the Teacher

The manual should include information to the teacher about strategies for questioning students in ways that will get them to think critically about and apply what they are learning.

The manual should also include leading questions that would help the teacher to pull out and thus assess students' prior knowledge at the beginnings of lessons.

APPENDIX T2

T2's Written Statement About Ideal Curricula

Fundamentally, I agree with ESC's key features supporting an interdisciplinary approach which empowers students to be responsible for their own learning. This kind of instruction tends to be more meaningful as the student internalizes content through critical thinking and problem-solving activities.

I have two suggestions. First, consider broadening "customs" as used in b and c to include culture in general. "Culture" would include a wide variety of aspects including customs.

Second, expand the view of citizenship education to where it assists students in determining their individual and collective world roles and responsibilities as well as their roles and responsibilities within their own community and nation.

I would include Future Studies as a key feature in an ideal social studies curriculum. Student understandings might include: examining extensions of major problems we face; understanding dilemmas; understanding how individuals and groups influence future events through their choices and actions; and understanding the importance of reasoned and informed actions.

CITIZENSHIP EDUCATION

1. Concept: Rights

   Understanding: the need for respecting the rights of others.

   Generalization: All people in the world have basic human rights and some have constitutionally guaranteed rights.

2. Concept: Law

   Understanding: the need for a system of laws.

   Generalization: Citizens need a system of government and rules to protect and preserve rights and to promote peaceful and cooperative living.

3. Concept: Historical development

   Understanding: the historical development of the United States.

   Generalization: Contemporary U.S. society has evolved from a series of historical events, circumstances, and trends.

4. Concept: Cultural diversity

   Understanding: numerous and diverse cultures have shaped the history of the United States.

   Generalization: Many races, nationalities, religions, and cultures have contributed (and continue to contribute) to the development of our country.

5. Concept: Democracy

   Understanding: the principle of democratic institutions and practices.

   Generalization: Democratic principles and practices are integral to the continuing growth and development of the United States.

6. Concept: American democracy

   Understanding: the ideas central to the development of the American democratic experience.

   Generalization: The American democratic tradition was shaped by the visions and principles of the 18th Century Founding Fathers.

7. Concept: Responsibility

   Understanding: the need for informed and reasoned participation by its citizens

   Generalization: The strength of a democratic society rests on direct and informed participation by its citizens.

8. Concept: Citizenship

   Understanding: citizenship responsibilities transcend national boundaries.

Generalization: The world today is rapidly changing and increasingly interdependent, which requires expanded and broadened citizen responsibilities.

9. Concept: History and Government

Understanding: local and state history and government

Generalization: In the United States, individual states and communities are unique in their history and government.

10. Concept: Freedom

Understanding: the value of freedom

Generalization: The preservation and promotion of freedom is a significant feature of the American tradition.

11. Concept: Challenges to democracy

Understanding: the historical and contemporary challenges to democracy

Generalization: Numerous ideas, beliefs, and circumstances have presented and continue to present challenges to the ideal of American democracy.

Relationships between understandings and generalizations.

(1) Understanding the rights of others, human rights, and constitutionally guaranteed rights is integral to understanding (2) the need for a system of laws to protect and preserve rights.

(3) Understanding the historical development of the U.S. should include an understanding of (4) the numerous and diverse cultures that have shaped the U.S. and (5) the visions of the founding fathers.

(6) Understanding the American democratic experience should be developed on understanding (5) democratic institutions and practices, and must stress an understanding of (2) the system of government established to protect and preserve rights, and (7) the role of reasoned citizenship participation.

(8) Understanding that citizenship may transcend national boundaries should include an understanding of (1) human rights.

(10) Understanding the value or the preservation and promotion of freedom is integral to understanding (5) democratic institutions and practices and (6) the American democratic experience.

(11) Understanding challenges to democracy my elaborate (10) preservation of freedom, (7) informed and reasoned participation, and (1) respect for the rights of others.

Organization of Presentation

For this goal, I would present understandings in a logical, integrated approach using the students' previous learned knowledge and skills. I have tried to list the understandings so as to denote a logical progression from one to the next. However, because I stress an integrated approach in curriculum planning, I would not restrict my presentation to a particular order but would reinforce one understanding by relating it to another. For example, Understanding 6 deserves a lot of attention, but I would probably spend time dealing with rights and laws first and then relate those to American democracy and then relate American democracy back to laws and rights.

HUMAN-ENVIRONMENT RELATIONSHIPS

1. Concept: Geographic literacy

Understanding: the basic tools of geographic analysis

Generalization: To understand human/environment relationships, individuals need to be able to: use maps and globes; identify places on maps and globes; make simple maps; understand geographic terms; recognize continents, oceans, hemispheres, longitude, latitude; be familiar with symbols, legends, keys, etc.

2. Concept: Geographic regions

   Understanding: the major geographic regions of the world

   Generalization: People in the world live in a variety of geographic settings including mountains, deserts, forests, and plains.

3. Concept: Culture

   Understanding: the basic components of culture

   Generalization: People in the world possess a variety of languages, beliefs, religions, customs, and lifestyles.

4. Concept: Culture

   Understanding: how culture is affected by geography and environment

   Generalization: Lifestyles are influenced by the region's geographical setting, environment, and natural resources.

5. Concept: Human needs

   Understanding: the needs of individuals, groups, or nations vary in numerous and sometimes dramatic ways.

   Generalizations: That which is appropriate and necessary to a people living in one area of the world may not be appropriate and necessary to a people in a different part of the world.

6. Concept: Adaptation

   Understanding: how humankind has learned to adapt and modify the environment to meet basic needs.

   Generalization: People utilize ingenuity, creativity, and technology to shape the environment in order to meet basic needs.

7. Concept: Economic development

   Understanding: how geography and the environment affect economic development

Generalization: The goods and services produced by people and the distribution of those goods and services are influenced by geography and environment.

8. Concept: Cultural diffusion

Understanding: Geography and environment influence the diffusion and dissemination of culture and ideas

Generalization: In geographically and environmentally isolated areas of the world, the elements of culture (including art, music, literature, etc.) tend to spread less rapidly than in accessible areas.

9. Concept: Urbanization

Understanding: how geographic features and natural resources have influenced the development of cities

Generalization: Major population centers tend to develop in regions characterized by an abundance of natural resources and geography conducive to transportation.

10. Concept: Environmental Problems

Understanding: the environmental problems that confront humankind today.

Generalization: Acid rain, deforestation, desertification, and toxic waste are among the major environmental problems that threaten the earth's well being.

11. Concept: Responsibility

Understanding: all people must share in the protection of the earth's environment and resources

Generalization: Future generations will live with the environmental decisions and actions made by individuals, groups, and nations today.

Relationships between understandings and generalizations

(1) Tools of geographic analysis are integral to understanding (2) major geographic regions of the world.

(2) Major geographic regions of the world and (3) basic components of culture are essential to the development of (4) understanding how culture is affected by geography and the environment.

(4) Understanding how culture is affected by geography and the environment is essential to understanding (5) the meeting of basic needs and (8) understanding cultural diffusion.

(6) Adaptation to meet basic needs reinforces (5) how people meet basic needs, and is influenced by understanding (10) environmental problems which affect humankind today.

(10) Understanding environmental problems is integral to developing an understanding of (11) responsibility for protection of earth's environment and resources and (7) understanding economic development.

(9) Understanding urban development is an element of (6) understanding adaptation to meet basic needs and vice versa.

Organization of Presentation

Again, I would arrange these understandings into a logical pattern for presentation but this goal lends itself to a great deal of integration between the understandings. I think that the majority of these understandings can be grasped by students at various stages of development but some (such as adaptation, economic development, and urbanization) may require more concrete instructional methods and materials.

WORLD STUDIES

1. Concept: Cultural understanding

   Understanding: the similarities and differences between people and cultures.

   Generalization: People, cultures, and nations must fulfill basic needs and requirements for survival. However, the manner in which these needs are met may vary.

2. Concept: Diversity

   Understanding: the diversity of people, values, and cultures found in the world

   Generalization: The world consists of numerous types of people, cultures, and values, each of which have impacted the past and will shape the future.

3. Concept: Cultural pluralism

   Understanding: the value of cross-cultural interaction

   Generalization: Cultures and nations become stronger when the ideas and values of various individuals or groups are shared.

4. Concept: History and culture

   Understanding: the major events and ways of life of selected cultures and nations.

   Generalization: Human beings at each stage of civilization have influenced the course of history. The values and lifestyles found in the world today are the result of previous human experiences.

5. Concept: Cultural borrowing

   Understanding: people and cultures develop and progress on the basis of past experience and borrowing from other people and cultures.

Generalization: People live and behave as they do because of the influences of the past and because of the learning which has occurred from interactions with other people.

6. Concept: Cultural preservation

   Understanding: every culture has identified ways to preserve its basic ideas, beliefs, and values.

   Generalization: Through such practices as education, religion, art, and literature, cultures attempt to preserve their cultural identity.

7. Concept: Cultural preservation

   Understanding: how cultural values form the basis of a world view or perspective

   Generalization: People's views of the world are shaped by their unique set of cultural circumstances including environment, religion, social systems, etc.

8. Concept: Minority rights

   Understanding: the rights of minorities in any group, culture, or society.

   Generalization: People who represent a variety of ethnic, sexual, racial, or religious minorities are afforded the rights of full participation in society.

9. Concept: Cultural change

   Understanding: the causes and effects of cultural change

   Generalization: People today live in a rapidly changing and increasingly interdependent world, the effect of which calls for an examination of existing values, beliefs, and ideas.

10. Concept: Conflict

    Understanding: the nature of cultural conflict.

Generalization: Competing values often lead to tensions and confrontation between individuals, groups, and nations.

Relationships between understandings and generalizations.

(4) Understanding the major events and ways of life of selected cultures and nations is integral to understanding (2) the diversity of the world's people, values, and cultures, (5) that people and cultures develop and progress on the basis of past experience and cultural borrowing, and (6) the means of cultural preservation.

(2) Understanding the diversity of people, values, and cultures in the world today should include understanding (1) similarities and differences between cultures and people, and is integral to understanding (3) the value of cultural pluralism and (10) cultural conflict.

(7) Understanding cultural perspective is integral to understanding (8) minority views and rights, (10) cultural conflict, and (9) causes and effects of cultural change.

Organization of Presentation

I would first spend time presenting information and activities for Understandings 2, 4, and 7 because many of the other understandings are directly related to first attaining knowledge in these three areas. Those understandings listed at the end would probably be more appropriate for intermediate grade students, while Understandings 1-7 can be presented to all elementary students.

CITIZENSHIP EDUCATION

Sketch of overall instructional plan for fifth grade for:

Concept: American Democracy

Understanding: the ideas central to the development of the American democratic experience.

Generalization: The American democratic tradition was shaped by the visions and principles of the 18th century founding fathers.

Overall plan includes but is not limited to the following:

Research Pilgrims, Separatists, Puritans and their reasons for leaving England and Holland.

Explore what life was like during the Atlantic voyage and for the first settlers in Jamestown and Plymouth.

Outline the growing discontent of the colonies toward England and the reasons the Declaration of Independence was written.

Become familiar with King George III and his perceptions of the colonists.

Become aware of the highlights of the Revolutionary War.

Recognize the various problems that existed in governing the colonies following the war, including the Articles of Confederation.

Read numerous biographies about the founding fathers, concentrating on their young lives, and then report on one.

Keep a record of the "Constitution Daybook" available through the local newspaper describing day-to-day happenings during the writing of the Constitution.

After researching what the first day of the Constitutional Convention was like, write a readers' theatre play, arrange for costumes, and present to other students.

Have a Colonial Fair where students make candles, wigs, Johnnycake, and toys from the period while wearing period clothing and listening to period music such as drum and fife music.

Divide the Preamble of the Constitution into parts and have students work in groups to sketch the meaning of each part.

Read skits and related articles depicting the compromises that the founding fathers came to after much debate.

Become knowledgeable regarding separation of powers as stated in the Constitution.

Become familiar with the Bill of Rights

Students will write their own class Constitution using the same model (representative democracy) as the founding fathers and then will sign it with a quill pen.

Literature Recommendations:

The Landing of the Pilgrims
The Serpent Never Sleeps
Squanto, Friend of the Pilgrims
The Double Life of Pocahontas
Can't You Make Them Behave, King George?
Witch of Blackbird Pond
April Morning
Johnny Tremain
My Brother Sam is Dead
George Washington's Breakfast
Ben and Me
Mr. Revere and I

Fifth Grade

Title: "Sketch to Stretch"--the Preamble of the Constitution

Introduction: Many students find the vocabulary and terminology of America's significant documents confusing and burdensome. This activity helps students translate the Preamble into a meaningful and relevant statement for them.

Objective: The student will identify and demonstrate an understanding of the meaning/ideals expressed in the Preamble.

Skills: Group participation, communication, interpretation, decision making, analysis, translation, synthesis.

Time: One or two class periods

Materials: Drawing paper, crayons or markers, dictionary or Constitution glossary, if available.

Procedure:

1. Divide the class into four groups.
2. Read the Preamble to the class
3. Give each group a written section (for example, one group might have the phrase . . ."establish justice," another " . . . insure domestic tranquility," etc.).
4. Explain that each group will be responsible for coming up with a picture that shows the meaning of their section of the Preamble.
5. Students may use a dictionary or glossary to translate unknown words. Hopefully, students will help each other clarify unknown concepts.
6. Be available to answer questions or clarify concepts.
7. Students may select a group member to draw their picture, each member may draw a picture and the best one is selected by the group, or the entire group may share in the drawing of one picture.
8. Students should include the phrase they are drawing on their picture.
9. Each group explains their picture and how it represents their portion of the Preamble to the rest of the class.
10. Collect the pictures and run copies for each student.
11. Give each student a set of the Preamble pictures and have them put them in the proper order and staple them together.

Evaluation: Evaluation will be based on whether students clearly demonstrated their understanding of the Preamble through their pictures and explanations to the class.

Sketch of overall instructional plan for second grade for:

Concept: American democracy

Understanding: the ideas central to the development of the American democratic experience.

Generalization: The American democratic tradition was shaped by the values and principles of the 18th century founding fathers.

The overall plan for second grade includes but is not limited to the following:

Become familiar with who the Pilgrims were and why they came to America.

Discover the kind of shelter, food, and clothing they had in America's early communities.

Discuss the types of jobs people had in colonial times.

Become familiar with some of the famous individuals of the 18th century, including King George III, George Washington, Paul Revere, and Crispus Attucks.

Highlight the reasons Americans wanted freedom from England

Discuss rules found in families, schools, and communities.

Discuss who makes rules in families, schools, and communities.

Discuss why rules are important and how they help us.

Talk about some of the rights the Constitution gives Americans.

Talk about how the Constitution provides rules to protect Americans.

Provide class the opportunity to discuss their responsibilities in their families and classroom.

Provide opportunity for children to help make rules for their own classroom.

Detailed Lesson Plan, Second Grade

Title: The Other Side of the Story

Introduction: Children are often taught to believe that King George was the "bad guy." It is important that they get a chance to view another perspective and better understand the man who tried to stop America from becoming free.

Objective: The student will acquire a broadened perspective regarding King George III and his view of America's desire for independence.

Skills: Listening, recalling, analysis, and evaluation.

Time: One or two class periods

Materials: Book --Can't You Make Them Behave, King George? by Jean Fritz

Procedure:

1. Read the story to the class. Be sure to define unknown words as the book is read.

2. Ask the following questions after the pages indicated:

Page 7: What was George like when he was young? (bashful, sometimes lazy, toes turned in, daydreamed, drew pictures of his work, put tar on one of his teacher's chairs).

Pages 8-9: What was it like for George when he was learning to be King? (difficult). Why? (He had to follow strict rules like no elbows on the table, no slouching, no gobbling food, keep still, get to work, etc. Also, he had to spend a lot of time learning things like Latin, history, and arithmetic).

Pages 10-11: What made George a good King? (He looked like a king, he made good speeches, he was polite with company, John Hancock said he was good-natured and well-liked).

Page 12: Whom did George decide to marry? (Princess Charlotte). How old was she? (16).

Page 13: Do you think the wedding dress was beautiful? Why or why not?

Page 14: How do you think Charlotte and George communicated if they didn't speak the same language?

Page 15: How long did Charlotte and George know each other before they were married? (six hours). What do you think of that?

Page 18: Was George the King of the people in America? (yes). Why? (because America belonged to England).

Pages 20-22: Can you remember two things that went wrong at the banquet? (sparks from the candles landed on everyone's heads, there were no chairs for the King and Queen, not enough tables, not enough food, a horse backed into the King and Queen).

Pages 24-25: What were King George's favorite foods? (fruit and sauerkraut). Why did King George still go to the theater after he had been injured? (He had made a promise).

Page 27: How many children did Charlotte and George have? (15).

Pages 28-29: What were some of the things George thought a good king should be? (orderly, exact, careful of money).

Page 30: What does "tax" mean? (To make people pay money to support the government).

Page 31: Why did Americans not want to pay the tax? (they said it was not fair for them to pay money to the English government when they didn't get to be a part of the government).

Page 32: What did the Americans do to show they hated the tax on tea? (dumped the tea in the Boston Harbor).

Page 33: Why did King George punish the Americans? (they were acting like disobedient children)

Page 34: Do you think that what was good for England was also good for America?

Pages 36-38: Can you name some good things about being King? Some bad things?

Page 40: Why wouldn't King George quit fighting the war? (he thought that if America become independent from England, the rest of the English empire would want to be free, too).

Pages 42-44: How did the war finally end? (the English government voted for peace even though King George wanted to keep fighting).

Pages 45-46: What do you think about King George as a leader, now?

Evaluation: Evaluation will be based on the responses made by the children throughout the reading of the story.

Additional Ideas About Ideal Curricula Gleaned from T2's Interview

Questions and Discussion

There should be real discussion, not just recitation. Many of the questions should be responsive to what students say, not only because this involves extending learning and taking advantage of teachable moments, but also because such questions convey spontaneous and genuine interest in the students' ideas, something that may not be there if the teacher just moves through a list of provided questions.

Activities and Assignments

Good activities are not just active per se. They should relate to clear goals and further progress toward understandings, generate additional questions from the students themselves to stimulate discussion, and help students to recognize, articulate, and establish their own beliefs and values.

The teacher has to select activities that are appropriate in difficulty level and type for the group, and to structure them as needed (encourage reticent students to speak, keep assertive ones from dominating, etc.).

Even before students are old enough to write much on their own, you can do list making and similar activities using the board with the teacher acting as scribe.

Where possible, activities should be correlated with the school calendar (rules and laws covered early in the year when classroom rules are under discussion anyway).

Activities such as writing a letter to a newspaper or a Congressman are good ones for getting students to think of themselves in terms of active involvement in government. These may be especially important for lower socioeconomic status or minority students who may be alienated from the system in general or may think that their opinions and actions don't count. Other action projects include community clean-up, sending toys to an orphanage (possibly in another country), and raising money for donation to a charity.

Assessment and Evaluation

For slower students or students who have trouble writing, you can still use essay questions but have the students give responses orally to you or an aide.

T2's Written Critique of the SBG Social Studies Series

The first grade text is restricted to the U.S. It should cover the needs of families around the world, not just in the U.S. It provides a good introduction to geographic literacy and to human needs, but it does not note that needs differ in numerous and dramatic ways in different cultures.

The second-grade text contains a good chapter on communication and transportation and good inserts about famous individuals. Concerning its citizenship education aspects, I would prefer an expanded version of the Jamestown story and would note that the cultural diversity of the U.S. has been shaped by contributions from many cultures. Concerning human-environment relationships, there is again a strong geographic literacy component and some good introductory geographic and economic material, but the coverage of basic needs again fails to consider variation in needs around the world. The material on Native Americans could have been treated in ways that would foster better appreciation of their contributions to our cultural diversity. Nothing is said about Native Americans today.

The section on Wilmington in the third-grade text would be boring to the students unless it could be compared effectively with the home community. There is some good material on good citizenship, but it should be extended to being a good citizen in the world at large. Similarly, the material on communication and transportation could have been extended to coverage of cultural diffusion. The fourth-grade text is mostly factual material about states and regions. Given that Colorado is included, this is one place that the authors could have addressed Hispanic contributions and cultural influences. More could have been said about the Navajo. In particular, the text appears to gloss over the mistreatment that they and other Native Americans suffered. Finally, the treatment of the Soviet Union is rather biased. The emphasis is on attacking their political and economic system, with little material about the Soviet peoples and cultures.

To use this series effectively, teachers would need to realize the importance of using the thinking activities as an integral part of the curriculum. The lesson suggestions focus on whole-class instruction, with little provision for presenting and organizing instruction for a diverse group of students.

World studies were not included to any extent except for the "history and culture" sections of sixth-grade geography. I was not comfortable with the sections on the Soviet Union. The treatment of Native Americans was incomplete, and there was little about Hispanic culture or Hispanic contributions to our country. The personal histories of famous individuals were sanitized.

The material currently covered in the first three grades could be covered in just the first two grades. This would make it possible to use third and fourth grade for the geography of states and regions, thus making it possible to pull the sections on American geography and on Mexico and Canada out of the fifth grade (thus leaving fifth grade just for American history).

I would like to see more world citizenship content infused into the series. It should do a better job of promoting appreciation of diversity, promoting understanding of the different perspectives held by different peoples around the world, encouraging concern about the well-being of all people and the development of thoughtful and reasonable solutions to problems, encouraging citizen action and influence on public policy, and providing opportunities for students to understand the consequences of inaction or lack of responsibility in their school, community, nation, and world.

Fifth-Grade Unit

The fifth-grade text tries to cover too much material, U.S. history as well as contemporary U.S. geography. The section on responsibilities as a citizen is good because it finally includes the notion of world citizenship. Still, the focus is primarily on events occurring within the U.S., without placing these in the context of world events of the times or stressing the increasing interdependency of nations. The material on Native Americans does a better job of covering their sufferings, although it has little to say about what happened to them and how they live today.

The sixth-grade world history and geography text contains a good chapter on how students can find out information when doing research on social studies topics. Cultural borrowing and related topics could be treated better, however, and the coverage of the Soviet Union is again slanted.

Overall strengths of the series include good geographic literacy coverage, the chapter on how to find out information, the "thinking" activities, and the "people and places" inserts. Overall weaknesses include the minimal focus on understandings dealing with cultural appreciation, pluralism, interdependence, and perspectives; too many topics covered in the fifth- and sixth-grade texts; and too little time for the content to be absorbed by the students unless the book were to be used as a resource rather than a text.

In the fifth-grade history unit on the colonies and the Revolution, there is a poor fit between the important understandings covered and the stated objectives. The objectives focus on relatively minor facts rather than on such things as the idea of democracy and its establishment in America. Strengths of the unit include the "thinking activities" and the activities for special learners. One weakness is that the text glosses over the hardships experienced by the first colonists (these should be treated in more detail in a more personalized treatment). Also, although there is some opportunity for developing higher level thinking if the teacher chooses to use some of the "thinking" activities, the evaluation focuses on factual recall except for a few of the chapter review questions at the end.

I would like to see the students involved in their own learning by experiencing some of the things that the early settlers did. Thus, I would add such activities as setting up a "ship" which would increase students' awareness of how small people were at the time; having the students prepare a typical meal eaten by the colonists; having them read novels focused on the early colonies; and having them write plays (and videotape the plays being acted out) depicting the early settlers.

Texts typically glorify many of the early famous American personalities. I think that it is important that students have a more balanced understanding of those who were responsible for establishing this country, including their bad as well as their good qualities and actions. In that regard, I would have the students do a lot more research than is called for in this unit (not just on Ben Franklin, but on many of the key individuals of the period).

Activities that require students to analyze, synthesize, and evaluate contribute to real learning more than those that only call for recall. Thus, the activities suggested in the unit introduction, in the "thinking" activities sections, and in the motivation sections are better than the other activities, including the worksheets and practice masters.

I would want to stage a colonial fair, in which students would dress in period costumes and display period crafts.

When discussing time lines, I would add events going on in the rest of the world, as well as events occurring in particular states at the same time.

Students would benefit from many of the suggested activities in the text, but I question whether many teachers would choose to use them because of pressures to cover material. I fear that many of the best learning activities would be skipped. Too many topics are included in the fifth-grade book, so that students will not truly assimilate information but rather get a smattering of knowledge. I would spend four months on this unit! There were no preassessment activities. There was a good correlation between the material presented in the text and included in the evaluation (facts). I was pleased to see that the final tests included essay portions. However, it would be important to provide low-achieving students with alternative ways to answer these questions (orally or with the help of an aide). I also like the skills test because it requires the students to analyze answers rather than just to recall information.

I do feel that the assessments can give teachers a good indication of what skills or ideas need to be retaught, although it would be helpful to have suggested ideas for reteaching included.

Second Grade Unit

In the second-grade unit, there is a better match between the key understandings covered in the text and the objectives stated. Strengths of the unit include the motivation activities and the thinking activities. Activities that encourage thinking or involve things that the students can personally identify with are probably the most effective.

This content on rules and laws might have been better placed earlier in the year when the classroom rules are being introduced.

I am not clear as to why states and capitals were included in this unit.

Again, I would want to add more activities. Perhaps the students could develop a sample classroom constitution that included rules that the students felt were important to follow. Also, there is little opportunity for students to write. Even if they were not yet capable of extensive writing it would be possible to combine discussion with writing activities where the teacher could act as scribe or help students as they attempted to write.

The assessment appears to be grade-appropriate.

Additional Critique of the SBG Series Gleaned from T2's Interview

Content Selection and Organization

Citizenship should be handled within the context of Americans living in an interdependent world. This means consideration of world environmental problems, etc. Also, there should be a focus on what individuals can do to make a difference, not just on providing some understanding of how the system works.

The geography coverage should get beyond places and products in order to focus more on culture, including what it is like to be a child in different countries ("typical day" descriptions). There also should be a reduction in bias--the chauvinistic treatment of the U.S.S.R. and the white-washing of the treatment of the American Indians (for the most part).

If too much is included in the text, and all of it is supported with exercises of the fill-in-the-blank variety, many teachers will feel content coverage pressures and will almost automatically be headed toward a read-recite-seatwork curriculum. If we really want something better, we will need to cut down on both the content coverage and the low-level question type activities, provide good guidance to the teacher about structuring discourse around the content, and confine activity suggestions to higher level applications.

APPENDIX T3

T3's Written Ideas About Ideal Curricula

1. The Center's suggestions about key features of ideal curricula are good. I feel this is the best way to teach for understanding and retention. I strongly agree with parts (d) and (e). These steps are left off in many classrooms.

2. Another feature of ideal curricula could be to integrate social studies concepts with knowledge in other academic disciplines such as math, science, art, and music. This helps the young child to integrate the concepts learned and begin to see learning as a related whole, rather than fragmented parts. Social studies is an ideal basis through which to accomplish this.

CURRICULUM DESIGN EXERCISES

Young children in grade one have very little conceptual understanding of government--especially federal. You begin teaching this understanding in the first grade. Thus, I am taking the question back a step or two--"from the beginning." Young people cannot appreciate their government until they have an understanding of it.

A. Citizenship education, defined as developing an understanding of and appreciation for our form of (federal) government.

1. (a) The term "government" relates to the classroom and school as a whole.

(b) It includes local, state, and federal structures.

(c) Laws are necessary for governments to function in an orderly manner.

(d) Laws are developed by groups of people that are chosen by the people of our country to be their leaders--a democratic government.

(e) The leaders chosen must leave their home state and live in Washington, D.C. while serving their country.

(f) There are many jobs that help make our government work. Several of them are carried out in Washington, such as the President, Vice President, law makers (House and Senate), Supreme Court, etc.

(g) The government of the United States allows its people to be free to go to any of these places at any time. They can attend meetings of Congress. They can write or call their Congressman or Senator to tell them what they think about special issues.

(h) All countries do not have this freedom. Communist countries do not elect their leaders. The people cannot tell their leaders their thoughts, nor can they come and go at free will.

(i) Our government is good because it allows us to be a part, to help govern ourselves and to accept responsibility for our country's future. We are free to speak and act within the law.

2. The generalizations presented form a natural sequence for developing an understanding of government on a very elementary level. They form a network in developing this understanding; beginning with the child's personal environment and extending this environment to the nation as a whole (classroom, school, local government, state government, federal government).

3. Young children (K-3) understand best the things around them--things they can see and touch and the emotions they feel inside themselves. As a result, teaching an appreciation for our federal government on a kindergarten or first-grade level must begin with the government within the classroom, by formulating the rules for the class together to show a democracy and developing a system of discipline if one does not follow the rules. Show how the classroom works with and without a leader, etc. After a good understanding of classroom government is developed, you then move to your local, state, and federal governments--plugging in constantly to the classroom example. This will help make the new knowledge being acquired have meaning. Through

pictures, movies, and trip sharing, make a pretend trip (air flight, lunch and all) to Washington, D.C. See all the important places that make up our nation's capital. Let the children see where our President, Congressmen, and other government officials and support staff live and work. Develop the concept of freedom through our freedom to participate in government activities. Compare our freedom to a non-free or communist country. Develop an appreciation for our freedom and the form of federal government which helps us to remain a free nation.

4. Laws are necessary for governments to function in an orderly manner.

Second-Grade Level (approximately 45-minute periods)

Day 1:

Begin lesson by having 15 minutes of "free time." Explain to the children that there are no rules or restrictions. They may do as they please and the teacher will interfere only in an emergency. At the end of the 15 minutes, have the class sit in their desks (without cleaning up) and evaluate the situation. What happened to the children personally, to their property, to the school property, etc.? Why did these things happen, and what could have been done to prevent the incident? (I assure you there will be plenty to discuss). After the evaluation is completed and preventions listed, look at the classroom. Discuss the state of disarray and relate this to the lack of rules to go by. Now you are ready to have the children clean up the room--there is a lesson here too! As you continue your school day with other subjects, use opportunities that arise to reinforce this lesson, showing a need for rules.

Day 2:

Begin the lesson by reviewing the things that happened in Lesson One. Begin a discussion about our federal government, keeping in mind that the children are a little familiar with the federal government and Washington from previous lessons. After you have established the place, look at the many jobs that form the basis of our government and the many people who carry out those jobs. Make a list on the board of some jobs in our government such as the President, lawmakers, judges, law enforcement officers, secretaries, librarians, etc. Ask the children to help you list some of the things that might happen if there were no rules for adults running our government to follow. Have two volunteers transfer the list to a chart to be displayed on the wall.

Day 3:

Discuss the term rules--then discuss the term law. Begin the substitution process using the term law instead of rule. Review the list made on (this should be up on the wall). Divide the class into little groups of four children. Give each little group one or two items from the chart to develop a law or come up with an existing law that would prevent such an incident. Allow about 15 minutes for group work. Take up the written laws children have made. (Overnight, make a chart for the overhead projector showing the problem and by its side, the law made by children to prevent the problem.)

Day 4:

Using the overhead projector, look at the work done by the group the day before. Let the class as a whole discuss each problem and the law their classmates created to correct or prevent the problem. Refine the laws as you go along. Work until the class is satisfied with the list of laws. Get two volunteers to make a wall chart of the laws.

Day 5:

Use this day for recapping the lesson as a whole. Through guided discussion, let the children explain how a law evolves and why the law is needed for our government to function in an orderly manner. Use this period of discussion to evaluate whether or not a complete understanding of a need for laws for a government to function properly has been developed by the children. As a culminating activity, have the children draw illustrations depicting the laws they have developed. These could be done in their groupings or individually. Display the drawings with the other charts that evolved during the lessons.

Fifth Grade Level (50-minute periods)

Spend no more than five periods on this topic. I am not as familiar with the materials presented to fifth graders, nor do I have first-hand information on their response to the materials presented. The following is "guesswork." I am familiar with the idea of the Mini-Society to present social studies concepts. I feel that through the same basic format you could present this generalization. The class could form a mock government and attempt to operate it without laws. As the children see the government failing they will want to make alterations. As they begin to alter their government, laws will naturally evolve. Compare the laws the children are making to laws that exist in our government. Expand discussion to include laws that affect the orderly function of our federal government. Look at the laws objectively--are they all good? How could those least effective laws be changed? What would this process include? After the necessary subject matter is included, the teacher could use a written evaluation to determine the extent of the children's understanding of the lesson.

B. Developing an understanding of human-environment relationships, as shown for example in the relationships between an area's climate or natural resources and the customs or occupations of its people.

1(a) All people are affected by their environment in many ways--physically, academically, economically, and socially.

(b) The area's climate, job types and conservation act affect a person physically.

1. Mountain areas have more cold weather and many job opportunities are basically indoors such as manufacturing or coal mining.

2. A southern coastal environment lends itself to more outdoor activities such as farming or the fishing industry.

3. The conservation practiced in the environment affects air, water, and the food supply.

(c) The environment a person lives in either fosters education or creates a feeling of very little or no need for education.

1. People living in the middle or upper-middle socioeconomic area are service type workers. This requires an education or some type of formal training to maintain their job and standard of living in this environment.

2. People living in an urban or mountainous manufacturing area, which is basically a low or low-middle socioeconomic area, will usually place very little value on education--especially advanced training. They do not feel it necessary for factory work.

C. The environment is a big contributor to the economic development of an area.

1. A coastal or mountainous area with a nice climate and natural recreational opportunities, such as swimming and fishing, could develop into an economically sound leisure or vacation area.

2. Natural resources such as oil, coal, kaolin, and timber afford job opportunities and sources of income for specific areas.

3. Even though an environment may abound in natural resources, the people as a whole may not be economically sound.

4. Many people are economically depressed as a result of the environment they find themselves in.

D. The environment affects the social customs that evolve.

1. People who live in farming areas are often religious as they depend on the environment for the right amounts of sun and rain.

2. Mountain areas usually abound with folklore as a result of very little travel and long winter evenings of "story telling."

3. Rural environments afford a slow pace of living and involvement with neighbors. There is little mobility.

4. An urban environment is very rush-rush and a person may not even know the next-door neighbors well. People are more transitory.

E. 1. All people world-wide are affected by their environment and the opportunities or lack of opportunities it affords.

2. The key understandings presented follow more of a cause/effect pattern in teaching this geography goal than those for the first (civics) goal. There are specific results because of a particular situation in one's environment. Different geographical areas are presented to show and compare the effects of various environmental situations. The common denominator is man and his involvement in various environments.

3. Developing an understanding of human-environment relationships would be taught in the order as listed in the generalizations presented. I have chosen four main areas relating to man and his environment. There are subtopics in each of the four areas which can be expanded to fit the needs of the children being taught. One could also add other subtopics. I would include concrete activities for second- and fifth-graders. Activities for a second-grade class would include things in their present environment. A trip to the state Farmer's Market can stimulate environmental study, as well as a nearby dairy farm visit or a museum trip. A

fifth-grade class could adapt some of these same activities plus make a diagram showing man in a particular environment. Let the children experience and become aware of their environment. Follow-up with meaningful activities which relate their experiences to human beings in general as you cover the needed subject matter.

4. All people are affected by their natural environment in many ways.

Grade Two: 45-Minute Lessons

Begin by establishing the concept of the natural environment. This may take several lessons depending upon the time frame available to extend activities and the children's previous knowledge of the subject.

Lesson 1:

Establish the fact that the natural environment is made up of four basic elements: (1) landforms and bodies of water; (2) soil, rocks, and other minerals, including underground water; (3) the climate, and (4) natural vegetation and animal life. This can be done by putting the term environment on the chalkboard. Let the children brainstorm as to things present in their environment and list these. Then divide the list, putting the natural environment items in one list and leaving the remaining items in a second list. Discuss with the children their reasons for choosing particular items for the natural environment. Guide their discussion with terms such as landforms, rocks, water, sun, rain, etc. After the discussion, show pictures, a film strip, or a movie on "the natural environment" and discuss what was seen. Ask the children if they would like to change any of the listings they had previously made. There will probably be a few changes. As they study the environment in more detail, the children may find more changes necessary.

Lesson 2:

Part one of the environment--landforms and bodies of water. As preparation for Lesson 2 have the children bring in old magazines. Always have extras for those that forget. Let the children form small groups or maybe just pick a partner with whom to work. They will find as many pictures as possible showing different landforms and water bodies. Move around the room as the children work, giving guidance as to different types of land and water--such as mountains and deserts, lakes, and streams. Let each group present their collage to the class telling about uses, physical features, and whether or not each landform or body of water is found in the community.

Lesson 3:

Part two of the environment--soil, rocks, other minerals including underground water. Begin the discussion by helping the children to understand the difference between dirt and soil. We wash dirt off to become clean and we grow plants in the soil. Discuss the many things that grow in the soil and what they are used for. Through collected pictures, show how plants and animals decay to form humus, or a very thin top soil. Point out to the children that this takes years to develop and it must be conserved. Talk about plant growth preventing the soil from being washed or blown away by wind and rain. Look at the rocks found in the soil and point out that soil is also formed from rocks. Discuss how the earth's surface is constantly changing due to water wearing away rocks and earth. These changes are called natural changes. At this point, let the children draw a picture showing the effect of water on the earth's surface.

Lesson 4:

Minerals come from rocks under the earth. Discuss our need for coal, oil, and gas to produce energy. Show the children how we obtain these minerals from the rocks under the earth. Take a look at other minerals such as gold, diamonds, and other stones that are used as jewelry. Discuss the fact that gold was the first money before governments began printing their own money. Discuss other minerals found such as iron ore, kaolin, and salt and their different uses. Discuss underground water (the fact that it is our greatest source of fresh water, containing more than the fresh water found in all of the lakes, rivers, and streams on the earth). Children could do a home project of their choice relating to the earth, rocks and minerals, or water--and display it at school.

Lesson 5:

The third part of our natural environment is the climate. The class is familiar with weather as they have been keeping a daily weather chart. Discuss the weather chart with the children. Together, determine the kind of weather in the environment. Through examples of different kinds of weather in different localities, guide the children in differentiating between daily weather and the climate a locality has. Make a chart showing the different climates in the United States. Discuss how the climate affects the people who live there. For an extension, bring in the different seasons and why we have seasons.

Lesson 6:

The fourth and final part of the natural environment is plants and animals that were not placed there by man. Have a group discussion about the differences between natural and domesticated animals and natural and planted plants. Divide the class into four groups. Have two groups work on listing and illustrating natural living things, and the other 2 groups list and illustrate plants and animals that have been altered by humans removing them from the natural environment (for example, gardens or zoo animals).

Lesson 7:

Review the basic facts learned about our natural environment. Ask oral questions such as: Describe a landform. What part does water play in the natural environment? Name the natural things found in the earth. What alters the earth's surface? How do you decide on an area's climate? What living things are natural in a particular environment? As a final part of the discussion, help the children conclude how they are affected by the things present in their natural environment.

Fifth-Grade: 50-Minute Periods

The same basic format could be followed, going into more depth with the subject matter. I would definitely include collections or at-home projects. If the children come to a central school from various landforms or where different living things are present, they might do a comparative study to determine how different class members are affected by the environment. I would evaluate fifth-graders with a written test of the basic concepts and information covered.

C. Developing respect for the values and lifestyles of others, which includes the goal of becoming more knowledgeable about and appreciative of the history and customs of people in other parts of the world.

(a) A person's values and lifestyle are affected by the geographic area, the economic status, the type of government, the religious beliefs, and the customs of his part of the world.

(b) All people must have food, clothing, and shelter to survive.

(c) Their needs and the way people acquire the basic necessities often affect their values and lifestyle.

(d) People in the United States are free to choose their values and lifestyle. The lifestyle may be affected by the economic status they find themselves in. It is also affected by family custom or their degree of personal drive. Thus there are many different lifestyles and value systems within the United States.

(e) Our neighbors to the south in Mexico have a different climate, a different type of government, and a very strong Indian-Spanish heritage, which results in different customs.

1. As a result of a different heritage and being a basically oppressed nation, their values and lifestyles differ from those of most Americans.

(f) The people of Russia have different values and lifestyles due to the type of society in which they live and the lack of control they have over their own lives.

1. Due to their Communist form of government, the values and lifestyles of the Russian people differ from most Americans.

(g) The people of England have many of the same values as Americans, but often their lifestyles differ due to custom and tradition developed over the years.

1. The English people are more like Americans because they are basically free to choose their personal values and lifestyles.

(h) All people in the world develop some form of value system.

1. All value systems are an attempt by the people to meet their basic inner need to survive.

(i) All people in the world have a lifestyle. These lifestyles are affected by inherited customs and religious beliefs, governments, the economic situation, the climate of the country, and the individual drive to achieve or improve one's lifestyle.

2. The generalizations listed form a natural sequence to develop the concept that all people have values and lifestyles and that these differ due to the

situation (or country) the people live in. Through comparing different cultures and economic backgrounds, you can develop in the children an understanding of similarities and differences in values and lifestyles and why these exist.

3. These basic generalizations would be presented in the order given. They lend themselves to be expanded to almost any depth to fit the teaching situation or the needs of the children. I chose to first look at values and lifestyles in the United States. Within this generality I would develop a comparison of different value systems and lifestyles in our own country, and then show how they are alike and how they differ. Help the children develop a conceptual understanding so they will be able to do their own evaluating of value systems and lifestyles as you move to the comparison of countries. After a firm basis is formed using the value systems in the United States, I would then develop the value system and lifestyle in Mexico. Probably for the sake of time you would point out only two basic lifestyles that exist. The children need to know that although the country as a whole is basically oppressed, there are some people with very affluent lifestyles. It is very important to look at the history of the country, the existing government, and the geographic conditions to evoke complete understanding. After all the comparison countries have been discussed, bring the unit together by pointing out that although the countries differ, all people have a value system and a lifestyle. List the four countries and show how their lifestyles and value systems are alike and how they are different. When the students understand the many ways we are all alike and some of the reasons for the differences, they will develop a respect for the values and lifestyles of others. This is a great lesson for daily living.

4. Key Idea to be Developed:

Human needs and the way people acquire the basic necessities often affect their values and lifestyle.

Grade Two: 45-Minute Period

It has been determined in a previous lesson that human beings must have food, clothing, and shelter. We will now look at how the acquisition of these necessities affects values and lifestyles.

Lesson 1:

Early man was forced to live in groups in order to survive. Have a guided discussion on why this was so. From the discussion, list the following on the board: (1) Food was most important; (2) More food could be gathered in groups; (3) the group afforded protection; (4) they found caves for shelter; and (5) clothing was made from skins of animals. Help the children determine that this was the beginning of communities as we know them today, and the type of lifestyle we have. Have the children begin a mural depicting the early community, showing the very simple lifestyle of hunting and gathering food, simple caves for homes, and skins used as clothing.

Lesson 2:

Let the children read selected information which will help them trace the evolution of values and lifestyle from early man to the values and lifestyle they enjoy today. Discuss the community of people that has developed values which included religion or a form of worship, a feeling for the rights of others, and a desire to improve themselves and their lifestyle. The community that existed in the 1800s before automation and electricity showed improvement in man's lifestyle. Man learned to farm to produce food, plowing was done with a horse or mule. Women did their wash by hand and cooked food over an open fireplace. Travel was in wagons or carriage. This lifestyle and the values held need to be added to the mural.

Lesson 3:

Look at values held and lifestyles today. Let the children list things they feel are important in their lives or the lives of their parents. They will probably include church, family, love, and some values they did not mention earlier. Discuss how they live and things they have in their home to make life easier today that people did not have long ago. Finish the mural by depicting life today as the child sees it.

Lesson 4:

Do a comparative study of the three sets of values and very different lifestyles. Help the children see how our values and the lifestyle we enjoy today have evolved very slowly over several hundred years. Draw from the fact that these values and lifestyles evolved as a result of human beings meeting their basic needs for food, clothing, and shelter, and their having the desire to improve upon the quality of their responses to these needs. The need to improve grows out of a progressing value system. An oral evaluation can be achieved during the discussion.

Grade Five: 50-Minute Periods

I would adapt this lesson in the fifth-grade to include at least five or six time periods in the evolution of man, his values and lifestyle. Rather than a mural, I would let the children make a timeline to illustrate the evolution that grew out of human needs. As an evaluation, have the children write a short report showing a comparison of the values and lifestyle of a particular group of people with his own.

Additional Ideas About Ideal Curricula Gleaned from T3's Interview

Content Presentation

Large pictures, film strips, and other visuals are important with young students, especially those who have not traveled much.

A good way to build a sense of time and space relationships is to consider distances (such as how long it would take you to get from New York to Los Angeles) in terms of walking, riding in a car, or flying in an airplane.

Activities and Assignments

When prominent current events tie in with the content, encourage students to watch the news and be prepared to discuss the matter the next day.

There should be provision for field trips in the local community, not only to sharpen awareness of what is there but to develop a sense of which aspects of the local community are typical versus atypical and to provide students with some first-hand observation of the unfamiliar (taking city students to farms and teaching them about the origins of the dairy products they buy in super markets). Students should also research their ethnic heritage and bring in ethnic items from the home where relevant.

T3's Written Critique of the SBG Social Studies Series

These comments represent the views of a first-grade teacher working with above-average children from upper-middle class socioeconomic homes.

Citizenship education, defined as developing an understanding of and appreciation for our form of (federal) government. I feel this goal is well developed on a level that children can understand and with good variety in lessons in grades one through three. With only looking at the teacher's manual and not at the supplementary materials provided by the series, I feel it would be necessary to supplement the text with more content material and activities for the above-average child. The one or two extenders given would not be adequate. At fourth grade there is very little information about our federal government. In grade five there is extensive development of citizenship education. I feel this text does a good job overall. There are good extender activities, the reading level is adequate, and the content seems good. As the children move into the sixth-grade they spend very little time on the actual study of the U.S. federal government. Hopefully an appreciation for our form of government will be further developed through the study of European countries and a comparison of these countries to our country. Overall the series is not bad in this area. It could be used successfully with teacher supplementation and creativity.

Developing an understanding of human-environment relationships is shown in different degrees of complexity throughout the series. This goal is dealt with very simply in grades one through three. It could be developed in a much more meaningful manner and with a greater degree of difficulty. I would prefer more content to be presented and activities extended. Children at this age are very interested in the climate and things that grow naturally around them. They like to explore natural resources in their area and find out how these resources are used in relation to their lives. This goal is treated most extensively in grade four as the text deals with the various regions worldwide. I felt the text moved around the world in a manner that would be confusing to the children, especially when they had had little or no previous study of others parts of the world. The fifth-grade and sixth-grade texts treat the subject adequately in specific areas. The fifth grade deals quite adequately with human-environment relations in the United States and the sixth-grade text deals with this subject in the European environment. I would take the material given a step further and compare the understandings learned about European societies with the understandings previously learned about the United States.

Developing respect for the values and lifestyles of others is dealt with primarily in the sixth grade. I feel content and activities should begin in the first grade, especially in our cosmopolitan American society. Young children enjoy learning about the families, schools, clothing, food, and shelter of children in other parts of the world. This can be a gradual introduction at an early age. Through study of these particular areas, young children begin to develop an understanding of and appreciation for people in other parts of the world. Geography is the main thrust in the fourth grade. This medium lends itself to teacher supplementation which will promote conceptual learning related to people in regions all over the world. The text lends itself to comparative studies, but it would have to be teacher-developed as the content is weak in this area. In the fifth-grade text, the only content given in regard to customs of people in other parts of the world is that which relates directly to United States history. The sixth-grade text then moves into a very shallow study of eastern and western Europe. It will be necessary for the teacher to develop complete understanding and help the children become knowledgeable about and appreciative of people in other parts of the world.

This is the grade level where this goal should be fully developed in the elementary school.

The content of the series, as related to a global understanding, is very weak. It has basically left out information dealing with ancient history, which is basic to a true understanding of social studies today. I often feel frustrated as a teacher when looking for "good" materials to use in the classroom. I believe that social studies is an area that has been overlooked at the elementary level. It is one of the best academic areas to broaden and develop skills taught in all other disciplines. Textbook companies today aim at the average or below-average child. Someone needs to think about the above-average and very bright children. . . to challenge and develop their minds. What has happened to good old fashioned studying? I think we should stretch minds, not let them sit idle, whether the child is below average or above average.

There is not much content in the early grades, and much of the third-grade book is redundant with material presented earlier. There is very little mention of other cultures until the fourth grade, and even here the coverage focuses on place geography rather than on society and culture in the areas addressed.

The series does a good job of developing respect for oneself as a basis for respecting others, but I would like to see the "others" added sooner and on a broader spectrum.

More information about state and federal government could be introduced sooner, in place of much of the redundant material on communities in grade three.

More should be said about interdependence of people throughout the world.

Most of the time the ideas were clear, but occasionally sections seemed to be "stuck in" to units where they did not really fit.

The text does a good job of representing material in different ways, but I would like to see it give teachers ideas about how to use local resources to improve understanding. Also more hands-on, exciting activities.

The series would likely give students the idea that social studies is primarily the study of oneself and of things pertaining to the individual. It is a simple discipline requiring very little study, but there are interesting and fun things to do in it.

The lessons are organized in a simple, easy-to-follow format, and teachers are provided with worksheets, tests, and suggestions about enrichment activities. The manual gives teachers very little supporting material, however.

The series is best suited for average or below-average students and would be suitable for minority students. It includes suggestions to teachers about handling children with limited English language skills. It is weak in including challenging content for gifted and advantaged students. Many students have traveled extensively and have had their lives broadened far beyond the family and local community, and they need other areas of social science to tap into to help them integrate their learning and experiences and cement them to a body of knowledge that becomes part of themselves.

I would cover the content currently in the first three grades in just two grades, and write a new third-grade book that would include communities in other parts of the world, such as looking at a city in Japan and comparing it to American cities. Similarly, look at a community in Germany, a farm in England or France.

My colleagues who teach in grades 4-6 believe that the content in these grade levels is weak, and that there should be more ancient history. I feel that the series almost runs self and community into the ground, and also that with such an emphasis on the self you do not develop the kind of citizenship and need for service to and respect for the country that needs to be developed.

I would like to add more content dealing with the main countries from which the American forefathers came. I would also like to teach appreciation and respect for the past in hopes of developing the same qualities in young people today. I would also want to help them learn the value of work and respect for all workers. I would also add more material on economics, especially in the early grades in units on food, clothing, shelter, and transportation.

On the whole, I liked the concise manner in which the material was presented. Anyone could follow the teacher's manual and present the material. There is not much supporting material--I usually like to be given a little too much (in the teacher's manual) so that I can add to the student text through discussion or thinking exercises as needed. I felt that the ratio of factual detail to main ideas or understandings was well balanced in all of the texts. I would like to see stronger texts or supplements to the existing ones for students that need extra challenge.

Second-Grade Unit

The key understandings developed in the unit are well represented in the stated goals and objectives. The material is well organized to foster student understanding, although the manner in which the teacher presents it will make the difference as there is not enough information in the text to elicit complete understanding. A good discussion using student-involved activities is a must. There are some good activities suggested in the manual--there should be more to select from to allow for diverse groups of students. Little understanding will be developed if the teacher only reads through the text with the students.

I thought all activities were good except the one on alphabetizing capital cities--I fail to see its value. Why not make a simple puzzle of states and their capitals so that students could become more familiar with which capitals go with which states while matching the pieces? This could even be made into a game with teams. Other activities to foster student understanding might be to write classroom rules and vote on them, to visit the mayor's office, to investigate the seatbelt law or other newly enacted laws in the state and talk about how they became laws, and to encourage the students to watch the news on TV. Also, discuss what happens when laws are broken, have a news corner in the room to put up articles or ideas that students have that relate to rules and laws or leaders, and to elect a class leader and hold a mock meeting to vote on class rules.

The material needs to be extended to provide more opportunity for students to apply the knowledge they are acquiring. There is lots of opportunity for discussion, and I would add assignments that require more writing. The questions for lesson development are good on the whole. I particularly like questions that ask for students' opinions. This is one of the better social studies texts in this regard.

There is virtually no preassessment.

There is a good correlation between the material presented and what is assessed on the tests, although the assessment requires only recall. I feel that it should test understanding of content by using something other than multiple choice, maybe even some oral testing. The test data would tell you what the students do not recall, but it would provide little indication of understanding. I would develop questions requiring inference, to be written or given orally depending on the students' ability to write. You can also assess through individually designed projects that the students complete.

Fifth-Grade Unit

The key understandings to be developed are well represented in the stated goals and are developed in a sequential manner (vocabulary discussed before reading takes place, visuals used, guided learning questions included, follow-up thinking questions or activities). However, I would present questions before the students read, so that they would serve as a guide for purposeful reading. I would also include more student-involved projects designed to promote conceptual understanding.

I feel that the suggested questions and activities are good, but that most of the worksheets are more test-type activities than activities designed to promote learning for understanding. Most of the "thinking" activities are worth doing. Some of the other activities such as role playing and pantomime may be less effective, because fifth-graders are becoming very self-conscious. I like the activities calling for letter writing, discussion of current events, and making of charts. I would add an activity calling for having a legislator visit the classroom to talk to the children and answer questions, or perhaps a lawyer to come and discuss the operation of the Supreme Court.

Unfortunately, most of the questions call for short-answer factual responses. There should be questions that would elicit good discussion. There also should be activities in which the students would use the library to expand and apply the information learned. This could include more essay-type questions and fewer short answer questions.

There was no preassessment.

There is a good match between the content presented and what is included in the assessment, but again the assessment focuses on factual memory. I would prefer assessment that required thinking on the part of the student rather than just recall of facts, as well as more questions that would require students to show understanding.

The format for testing skills seemed good. It required interpretation and thought, and thus would give some indication of what further instruction might be needed. In testing content, though, I would want fewer multiple choice questions and more short-answer essay questions that require not just recall but deductive reasoning.

Additional Critique of the SBG Series Gleaned from T3's Interview

The sections on community helpers and other aspects of neighborhoods and communities were not very effective. This content can be worth studying, but only if one gets into the actual processes involved, preferably with field trips or visits from such people.

Many of the suggested activities, especially those involving drawing, mural construction, etc., would not have much social education value unless the teacher structured discussions around them in order to bring out key points and comparisons. The manual should note this and suggest the key points to note or questions to ask, not just outline the activity itself.